

# School and Community

VOL. XV

SEPTEMBER, 1929

No. 7



THE PARENT RELINQUISHES AND THE SCHOOL ASSUMES A SHARE IN THE TRAINING OF CHILDREN.

# SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XV

SEPTEMBER, 1929

No. 7

Published monthly, except July and August, at Columbia, Mo., by the Missouri State Teachers' Association as per Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Annual membership dues \$2.00, 60 cents of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address—If you have your address changed give old as well as new address.

## GENERAL OFFICERS AND COMMITTEES, MISSOURI STATE TEACHERS' ASSOCIATION.

Next Meeting, St. Louis, November 13-16, 1929.

### General Officers

M. G. Neale, President, Columbia, Dean School of Education, University of Missouri; Jos. A. Serena, 1st Vice-President, Cape Girardeau, President State Teachers College; Anna E. Riddle, 2d Vice-President, St. Joseph, Teacher Sherwood School; Reta Mitchell, 3rd Vice-President, Albany, Superintendent Gentry County Schools; E. M. Carter, Secretary-Treasurer, Columbia, Secretary Reading Circle Board, Business Manager School and Community; Thos. J. Walker, Columbia, Editor School and Community and Assistant Secretary.

### Executive Committee

Kathryn E. Spangler, Chairman, Clinton, Superintendent Henry County Schools; M. G. Neale, Ex-Officio, Columbia; Henry J. Gerling, St. Louis, Assistant Superintendent Public Instruction; Calla E. Varner, St. Joseph, Principal Central High School and Junior College; Byron Cosby, Kirksville, Business Administrator, State Teachers College; J. W. Shannon, Springfield, Head Department of History, State Teachers College; Anna M. Thompson, Kansas City, Teacher Northeast High School.

### Legislative Committee

C. H. McClure, Chairman, Kirksville; G. M. Cozean, Fredericktown; M. B. Vaughn, Montgomery City; B. G. Shackelford, St. Louis; B. M. Stigall, Kansas City.

### Committee on Sources of Larger Revenue

Byron Cosby, Chairman, Kirksville; Roscoe V. Cramer, Columbia; W. W. Carpenter, Columbia.

### Committee on Professional Standards and Ethics

O. J. Mathias, Chairman, 9427 S. Broadway, St. Louis; Mrs. Julia C. Mason, Paris; M. A. O'Rear, Springfield.

### Reading Circle Board

Cora E. Morris, Chairman, Bois D'Arc, 1930; Esther L. Knehans, Cape Girardeau, 1929; W. F. Hupe, Montgomery City, 1931; Chas. A. Lee, Ex-Officio, Jefferson City; M. G. Neale, Ex-Officio, Columbia.

### Committee on Necrology

Nelle Thompson, Chairman, Windsor, 1929; Geo. W. Hanson, Ironton, 1931; A. C. Moon, Malden, 1931; Grace Mulholland, 5312 Ridge Ave., St. Louis, 1931; W. C. Barnes, Carthage, 1930; R. H. Emberson, Columbia, 1930; Ona Long, Kansas City, 1930; Laura V. Hawkins, Maryville, 1929; Jessie Via, Rolla, 1929.

### Committee on Resolutions

First, Weldon Shofstall, Memphis, 1930; Second, Edith Marston, Brunswick, 1929; Third, Sarah Powers, Princeton, 1930; Fourth, Elizabeth L. White, Maryville, 1930; Fifth, Attie Moorman, Jefferson School, Kansas City, 1929; Sixth, H. N. McCall, Greenfield, 1930; Seventh, Heber U. Hunt, Sedalia, 1929; Eighth, C. E. Chrane, Boonville, 1929; Ninth, D. E. Matthews, Sullivan, 1930; Tenth, F. L. Wright, Washington University, St. Louis, 1930; Eleventh, Robert St. Clair, Benton School, St. Louis, 1929; Twelfth, L. W. Rader, 911 Locust St., St. Louis, 1929; Thirteenth, W. L. Lemmel, Flat River, 1930; Fourteenth, John Cantlon, Warrensburg, 1929; Fifteenth, N. E. Viles, Neosho, 1930; Sixteenth, A. H. Bailey, Mt. Grove, 1930.  
Ex-Officio, President M. G. Neale, Columbia; State Superintendent Chas. A. Lee, Jefferson City.

### Committee on State Junior and Senior High School Course of Study

Dean M. G. Neale, Chairman, University of Missouri, Columbia; Armand R. Miller, Harris Teachers College, St. Louis; J. R. Scarborough, Jefferson City.

### Committee on Teachers Salaries and Tenure of Office

A. G. Capps, Chairman, Columbia; Geo. R. Johnson, St. Louis; May Farr Hiatt, Kansas City.

### Teachers Retirement Fund Committee

Anne R. Waney, Chairman, Soldan High School, St. Louis; Edith Gallagher, McKinley School, St. Joseph; May Lyster, O'Fallon School, St. Louis; C. A. Phillips, Elementary School, Columbia; Grace Toomey, Central Jr. H. S., Kansas City; Genevieve Turk, Scarritt School, Kansas City.



Assembly Room of the beautiful Hibbing High School, Hibbing, Minn., equipped with attractive comfortable "American" chairs of full upholstered design. W. T. Bray, Architect.

## THE MODERN TREND IN ASSEMBLY ROOM SEATING

**T**ODAY the modern school assembly room is literally a community theatre. Beyond serving as a meeting place for students, it has become a place of recreation and inspiration . . . a community center where the neighborhood may meet for the home forum or other gatherings of public interest.

So the seating should possess beauty of design and consistent architectural ornamentation to provide an atmosphere conducive to inspiration and high ideals. Features of comfort and correct posture proportion must be provided, too, without sacrifice of strength and durability—and all at reasonable cost.

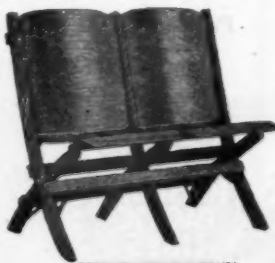
"American" assembly room chairs have virtues and features built-in to meet this modern trend. The facts are available . . . investigate before you make your final selection.



FULL UPHOLSTERED CHAIRS



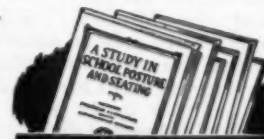
PLYWOOD CHAIRS



FOLDING ASSEMBLY CHAIRS

**FREE**—Any or all of the following pamphlets are available to school officials and teachers interested in seating problems. They constitute conclusions reached by a seating authority, Dr. Henry Eastman Bennett, after exhaustive research and study.

- 1—Seating Equipment for High Schools.
- 2—Seating Arrangements in the Classroom.
- 3—School Seats too High.
- 4—Why Tables and Chairs in the Classroom.
- 5—Uses and Limitations of Movable School Seating.
- 6—The Buying of School Equipment.
- 7—A Study in School Posture and Seating.
- 8—Hygiene of the Seat Back.
- 9—School Posture in Relation to Visceral Organs.
- 10—Scoliosis and School Seating—A Study in Arm Rests.
- 11—Left Handedness.
- 12—For the Comfort of the Crippled Child.
- 13—The Height of Kindergarten Chairs.
- 14—Grade Distribution of School Desk Sizes.
- 15—Tablet Arm Chairs—Their Use and Abuse.



### American Seating Company

14 E. Jackson Blvd.  
BRANCHES IN ALL



Chicago, Illinois  
PRINCIPAL CITIES

American products are distributed nationally by accredited warehousing distributors on a **UNIFORM-PRICE POLICY**.

### SUPERIOR SCHOOL SUPPLY Co.

2422 Broadway

Kansas City, Mo.

State Distributors



**AN ARMY  
of 65,000  
Loyal, Aggressive  
Employees  
AT YOUR  
SERVICE**

**T**HROUGHOUT the history of the world, happiness and progress have been based on Service. No institution in our present-day civilization plays so vitally important a

part as do our transportation agencies—and our railroads still are, and must continue to be, by far the most important transportation factor.

That is the reason railroad men and women, generally, are such wonderfully fine people—because they have the knowledge that they are engaged in providing a service that is both necessary and very much worth while. In no other occupation is there greater opportunity for genuine service.

Therefore, it must of necessity follow, that the most successful and progressive railroads are manned by employees who are most loyal, aggressive and progressive. It also follows that those railroads whose employees possess the finest esprit de corps, the highest morale, the greatest loyalty and aggressiveness, automatically become the most progressive and successful.

Missouri Pacific Lines and Missouri Pacific employees both are fortunate. The entire system is manned by one of the finest organizations in the history of the world—and the Missouri Pacific army of 65,000 employees is following the standard of a successful and progressive American institution.

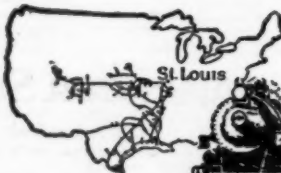
Result—the public benefits almost beyond measure. Every individual in the organization is fully aware of the importance of team work and there are few armies—even military organizations—that can exhibit the singleness of purpose; the effectiveness of concerted attack; the unanimous joy in achievement that motivates the Missouri Pacific Lines army.

Shippers and travelers who have discovered these things have benefited and profited. Some have discovered them accidentally. Others have purposely sought to test out the Missouri Pacific Army. Without exception the army has been found ready and willing to attack the largest or the smallest problem of the shipper and the traveler in order that the Missouri Pacific Lines might be of greatest possible service and so live up to the motto that is emblazoned on its banners and written indelibly in the hearts of all—**A Service Institution.**

The Missouri Pacific Lines Army is proud of its railroad and the railroad is proud of its army. Both seek greater opportunities to be of service.

I solicit your co-operation and assistance.

*W. A. R. Williams*  
President



**"A Service Institution"**

# Subscribe Now and Pay Later FOR NORMAL INSTRUCTOR and PRIMARY PLANS

FOR TEACHERS OF ALL THE GRADES AND OF RURAL SCHOOLS

*The World's Largest and Most Helpful Teachers' Magazine*

## Visual Aids for All Grades in the New Rotogravure Picture Section

EACH month the Rotogravure Picture Section of Normal Instructor-Primary Plans provides eight pages of pictures selected for their value as visual aids in the teaching of Geography, History, Art, Industry, Nature Study and other subjects for which visual aids are especially desirable. All of these pictures are beautifully reproduced in brown gravure.

Eighty pages in Rotogravure (containing more than 400 pictures) will be supplied during the school year. There will be as much other material in each issue as before—making the Rotogravure Picture Section distinctly an extra feature but with no extra charge as the subscription price remains the same.

MAKE your teaching this year more enjoyable and successful than ever before by subscribing now for Normal Instructor-Primary Plans.

This very helpful and inspiring teachers' magazine will come to you once each month during the school year—ten large, handsome numbers filled with the best teaching material obtainable.

The Contents are of an eminently practical and usable character and comprise Plans, Projects, Methods, Aids, Devices and Material for use in all branches of elementary school work. Special attention is also given to such important subjects as Health Education, The School Lunch, Sewing, Manual Training, Nature Study, Reading and Literature, Music Appreciation, Citizenship, Character Training, etc.

### Some of the Valuable Features

Many illustrations including: full page drawings for Seat Work, Construction Work, etc.; large Poster Patterns; designs for Blackboard Drawings, Window Decorations, etc.

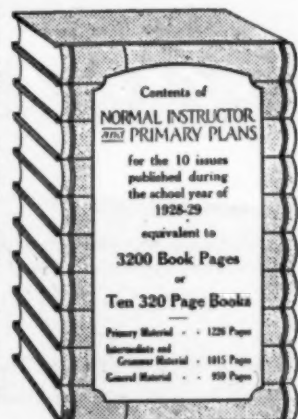
Eight-page Rotogravure Picture Section in each issue (see description at left) providing an abundance of material for visual instruction.

More Primary Material than any other teachers' magazine and a correspondingly large amount for the higher grades.

10 Large Full Color Art Masterpieces during the year with complete material for class study.

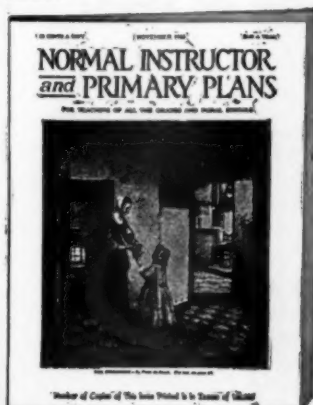
Several pages of the best entertainment material each month.

Many other departments and special features of the greatest value and helpfulness to teachers.



**Subscription Price \$2.00 Per Year (Ten Large Numbers)**

**Order Now—Pay Later** If you will fill out and mail the coupon below at once, your subscription will start with September and you need not pay until November 15th unless you prefer.



**F. A. OWEN  
PUBLISHING  
COMPANY**

Dansville,  
N. Y.

Ask for Cat-  
alog of over  
400 Books  
for Teachers  
and Schools

### Use This Order Blank—Pay November 15th

[S. & C.—Sept.]

Date.....19.....

F. A. Owen Publishing Co., Dansville, N. Y.

Please send me Normal Instructor-Primary Plans for one year beginning with the September, 1929, issue. Price \$2.00.

Place cross (X) in ☐ I am enclosing payment herewith.

one of these squares ☐ I agree to pay not later than Nov. 15, 1929.  
to indicate prefer-  
ence as to payment.

Name.....

St. or R. F. D. ....

Post Office.....State.....

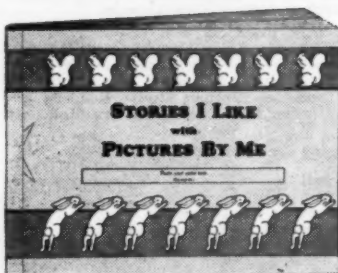
# Four Famous Books

## for PRIMARY PUPILS



### Story Games with Pictures and Numbers

"Story Games" is a silent reader and workbook for first and second grades in which unique tests in number work, writing, spelling, drawing, and silent reading are correlated effectively. The vocabulary as well as the testing material and devices is well within the ability of advanced first graders. To make every lesson fresh in interest the sheets are perforated so that they may be removed and given out as needed. Beautiful illustrations, many of which are in colors, accompany nearly every lesson. Everywhere "Story Games" has proved a very helpful book in primary work. Price, 48 cts. a copy, or \$5.18 a dozen, postpaid.



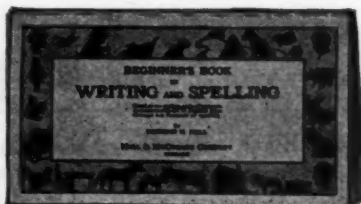
### Stories I Like with Pictures by Me

In "Stories I Like" sent work, silent reading, and comprehension tests for second grade are combined and presented in a new way. The work and tests are based on six popular stories for children, the complete texts of which are given. By following the suggestions given, the pupil builds up illustrations for the stories with the material provided. The accuracy with which the directions are followed indicates the pupil's reading ability. When the work has been completed the pupil has a book he has made and illustrated himself and which he may then use as a supplementary reader. Price, 24 cts. a copy, or \$2.16 a dozen, postpaid.



### Read and Do

"Read and Do" is purposeful silent reading and seatwork for primary grades motivated by interesting thought-getting tests. The pupils READ the directions to themselves and then DO what the words say. The results derived from the book are the establishment of habits of profitable employment, the creation of a desire to read, the ability to understand and follow directions, the habit of thought-getting through silent reading, and the power of concentration—all essential reading habits. Price, 20 cts. a copy, or \$2.16 a dozen, postpaid.



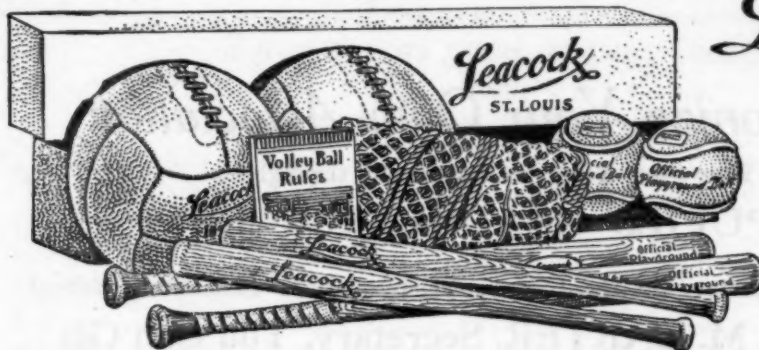
### Beginner's Book in Writing and Spelling

The "Beginner's Book" serves as an easy yet effective introduction to writing and spelling and should be used preceding the formal study of the subjects. The lessons constitute seatwork with a purpose. They lead to the establishment of correct responses and habits, and the consequent absence of errors in spelling and writing. The pupil masters certain principles of writing and unconsciously registers in his mind the correct form (that is, the spelling) of a considerable number of words he will need to write in second grade. Price, 20 cts. a copy, or \$2.16 a dozen, postpaid.

## HALL & McCREARY COMPANY

424 S. Wabash Ave.

Chicago



# Leacock

Standard  
Playground  
Sets

For Grade and  
Rural Schools

### Set No. 1G for GRADE SCHOOLS

2 Leacock Official Volley Balls .....	\$11.00
2 Leacock Official Playground Balls .....	4.00
2 Playground Bats, for Boys .....	1.50
2 Playground Bats, for Girls .....	1.00
1 Volley Ball Guide .....	.25

Retail Price \$17.75

WHOLESALE PRICE \$10.00

### Set No. 2R for RURAL SCHOOLS

1 Leacock Official Volley Ball .....	\$ 5.50
1 Leacock Official Volley Ball Net .....	2.00
2 Leacock Official Playground Balls .....	4.00
2 Playground Bats, for Boys .....	1.50
2 Playground Bats, for Girls .....	1.00
1 Volley Ball Guide .....	.25

Retail Price \$14.25

WHOLESALE PRICE \$8.00

Leacock Volley Ball Net with No. 1G Grade Schools Sets, Extra \$1.50

Each set is packed in a fibreboard container, large enough to store the inflated balls. Containers are strong and durable and add to the service of the equipment.

Note: Postage extra in Missouri, 25c

921

LOCUST

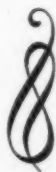
ST.

## Leacock Sporting Goods Company INC.

ST.

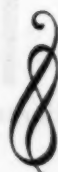
LOUIS,

MO.



# Burger Blair

## KANSAS CITY



MAKERS OF PERFECT PRINTING PLATES  
DESIGNERS OF DISTINGUISHED YEAR BOOKS

## *Patronize Your Own Association*

Your State Teachers Association through its  
**PUPILS' READING CIRCLE**

**Provides Completely for the Library Needs of Your Elementary School  
From E. M. CARTER, Secretary, You Can Get**

**EVERY BOOK NEEDED**

To carry out the work of the State Course of Study

**EVERY ESSENTIAL BOOK**

Listed in the State Course of Study

**EVERY BOOK NEEDED**

To make your school an approved school

**EVERY REFERENCE BOOK**

Your school needs

**EVERY SET OF REFERENCE BOOKS**

Your school needs

**EVERY ELEMENTARY ENCYCLOPEDIA**

Your school needs

**EVERY SUPPLEMENTARY READER**

Your school needs

**EVERY PAPERBOUND CLASSIC**

Your school needs

**EVERY PROFESSIONAL BOOK**

Your school needs

Your library needs are carefully met by the

### **MISSOURI STATE TEACHERS ASSOCIATION**

Your credit is good here too.

Write for a catalogue order blank to

**E. M. CARTER, Sec'y.**

**Columbia, Missouri.**

*They are as good as they look!*

**THE  
NEW POCKET CLASSICS**

**W**E are proud to offer this new series of classics of English and American literature, which retains the scholarly quality of the older Macmillan Pocket Classics while embodying the following features of general appeal to teachers and students:

1. Up-to-date notes and bibliographies.
2. Attractive binding of semi-flexible red fabrikoid decorated in gold.
3. Large clear type and scientifically determined length of line.
4. Unusually appealing general layout, prepared by a master designer, and illustrations, twelve to each book, done in black and white by well-known artists.
5. Combination volumes, which provide a real saving and a unique convenience to the purchaser by offering in one book classics which a nation-wide survey has shown are commonly studied in one semester.
6. A uniform low price of \$0.60 per volume.

*Available September First*

**Combination Volumes:**

Coleridge's *THE ANCIENT MARINER*, *KUBLA KHAN*, and *CHRISTABEL*, with Arnold's *SOHRAB AND RUSTUM* and *OTHER POEMS*

Longfellow's *EVANGELINE* with Whittier's *SNOW-BOUND* and *OTHER POEMS*

Longfellow's *THE COURTSHIP OF MILES STANDISH* and *OTHER POEMS* with Lowell's *THE VISION OF SIR LAUNFAL*

Scott's *THE LADY OF THE LAKE* and *THE LAY OF THE LAST MINSTREL*

Shakespeare's *THE MERCHANT OF VENICE* and *A MIDSUMMER NIGHT'S DREAM*

Shakespeare's *JULIUS CAESAR* and *AS YOU LIKE IT*

**Single Volumes:**

Browning's *SHORTER POEMS*

Eliot's *SILAS MARNER*

Irving's *THE SKETCH BOOK*

SELECTIONS FROM THE OLD TESTAMENT

Stevenson's *TREASURE ISLAND*

Scott's *IVANHOE*

**THE MACMILLAN COMPANY**

**2459 Prairie Avenue, Chicago**

**For Diagnosing and Correcting  
Pupils' Difficulties Use**

**In Arithmetic**

The LENNES Test and Practice Sheets in Arithmetic. N. J. Lennes, *Head of the Department of Mathematics in the University of Montana*. Grades 2-8.

**In Reading**

The Study-Period Projects. Elda L. Merton, *Assistant Superintendent of Schools, Waukesha, Wisconsin*. Silent Reading Seatwork for the Primary Grades in Tablets.

**In English**

Corrective Exercises for Language Errors. C. H. Matrauers, *Principal Junior High School, Manitowoc, Wisconsin*.

**In Civics**

Case Studies for Classes in Civics. DeWitt S. Morgan, *Head of Department of Social Studies, Arsenal Technical Schools, Indianapolis*. A course in character education for the advanced grades.

**In General Science**

Test and Study Exercises in General Science. J. T. Giles, *State High School Supervisor, Madison, Wisconsin*. The most simple, searching, and convenient form of workbook available.

*Write for Further Information*

**LIDLAW BROTHERS**

**Educational Department  
2001 Calumet Ave., Chicago**



## TABLE OF CONTENTS

<b>Editorials</b>	<b>Educational Survey by Distinguished Ex-</b>
An Indictment ..... 377	perts ..... 387
The Buck Private in the Rear Rank ..... 378	Freedom and Progress ..... 388
Lifting the Standards ..... 379	The Teacher—A Poem ..... 389
A Real Teacher—A Poem ..... 380	“The Higher Patriotism” ..... 390
The World Federation of Education As-	A Travelog of a Pedagog ..... 395
sociations ..... 381	State Department of Education ..... 399
A Physical Education Program ..... 382	New Workers ..... 410
For Teachers—A Creed ..... 384	Items of Interest ..... 413
President M. G. Neale Bills Strong Pro-	
gram for St. Louis Meeting ..... 385	

## INDEX TO ADVERTISERS

American Book Company ..... 398	McKnight & McKnight ..... 408
American National Insurance Company 392-393	Macmillan Company, The ..... 375
American Seating Company ..... 369	Maryland and Missouri Hotels ..... 404
Burger-Baird Engraving Co. .... 373	Merriam Company, G. & C. .... 414
Buxton & Skinner ..... 413	Missouri Pacific Lines ..... 370
Central Missouri State Teachers College..	Missouri Store Co. .... 416
.....Third cover	Mountain States Teachers Agency ..... 416
Central Scientific Company ..... 416	Newson and Company ..... 411
Christian College ..... 416	Normal Instructor and Primary Plans .... 371
Draper Shade Co., Luther O. .... 408	Northeast Missouri State Teachers College
Educational Publishing Corporation ..... 407	.....Third cover
Flanagan Company, A. .... 402	Northwest Missouri State Teachers College
Gem City Business College ..... 415	.....Third cover
Ginn and Company ..... 399	Pupils Reading Circle ..... 374
Great Northern Hotel ..... 416	Scott, Foresman and Company ..... 410
Hall & McCreary Company ..... 372	Southeast Missouri State Teachers College
Heath and Company, D. C. .... 409	.....Third cover
Hoover Brothers ..... 415	Southwest Missouri State Teachers College
Household Finance Corporation ..... 405	.....Third cover
Jensen, A. V. .... 416	Southwestern Bell Telephone Company .. 397
Laidlaw Brothers ..... 375	Specialists' Education Bureau ..... 416
Leacock Sporting Goods Company ..... 373	State Finance Company ..... 414
Little, Brown & Company ..... 410	Stephens College ..... 412
Louden Playground Equipment ..... 403	University of Chicago ..... 415
Ludwig & Ludwig ..... 416	University of Missouri.....Fourth cover
Lyons & Carnahan ..... 401	University Publishing Co., The ..... 413
McBride, E. C. .... 402	Warwick Hotel ..... 412
McCormick-Mathers Co. .... 411	Webster Publishing Company ..... 405
	Winston Co., The John C. .... 409



# EDITORIALS

**T**HE OLD COPY BOOK alleged that "Procrastination is the thief of time." The dictionary commenting upon the name of this ancient thief says that his first name

"Pro" signifies **AN INDICTMENT** "forward" (and that's a very pretty name) and that his last name "Crastinus" means "tomorrow." It therefore appears that he got his name from his characteristic habit of putting the doing of important tasks aside for tomorrow.

We do not have definite information as to how much time this culprit has filched from the lives of men and women. But we are in a position to file specific charges against him for what he has stolen from the teachers of the State. Here is the indictment:

Now appear the officers of the Missouri State Teachers Association and do on their oaths declare that Pro Crastinus, alias, Neglect, Postpone, Defer, Forget and Overlook, did, in the early fall of 1928, with malice aforethought sing into the ears of 557 Missouri teachers his "mañana" song thus causing the 557 teachers to postpone, neglect, and put off till tomorrow a duty which they acknowledge, a service which they owe, and a personal pleasure and honor to which they are entitled; namely, enrolling in the Missouri State Teachers Association.

The aforesaid officers of the aforesaid teachers association further state that the aforementioned

Pro Crastinus did thus steal, rob, and unlawfully take from the 557 teachers aforesaid, each and severally, the consolation of selfrespect, the satisfaction of being completely professional and the joy of having done her full duty. And, further, that as a result of this high crime and misdemeanor on the part of Pro Crastinus, the M. S. T. A. has been prevented from attaining the goal for which she has so long striven and the ideal to which her aims, her work and her history entitle her, namely, "100 per cent everywhere."

In view of the disaster wrought by this Pro Crastinus, the officers of the M. S. T. A. do here and now warn the teachers not to listen to his "put off till to-morrow song" but to enroll at once.

"Do it Now" is a slogan that will protect us best against the depredations of old "Pro Crastinus." Let's adopt it and put him out of business.

**W**E KEEP hearing that a bond issue will be submitted to the voters of the state for the purpose of rehabilitating the buildings of the State Institutions.

Such a proposition is doomed to defeat and time and money spent on such an election is that much thrown away. The people of Missouri do not want property to bear the whole of such a burden, neither will they be willing to borrow and pay interest when an insignificant increase in income and property taxes for a few years will adequately take care of a liberal building program.

## THE BUCK PRIVATE IN THE REAR RANK

Contributed by one of them.

**A**RE YOU, Mr. Superintendent and you, young school ma'ams, playing the role of a buck private in our present fight for a school law that will adequately finance our public schools? Or have you been drawing from your store of energy and initiative to carry on an aggressive fight to make such a vital law a reality?

**T**HE TYPICAL buck private "takes the world easy," is stimulated to 100% voluntary action only by the bugle call for "mess." He does not worry his mind about the technique of army maneuvering or the method of organizing flank attacks.

**H**IS MAIN JOB, as he sees it, is to stand at attention, salute the higher-ups, and do or die according to orders. This is army style. Military rule is rule by the few.

**B**UT WILL THIS attitude work in a Democracy? Do our school men place themselves in the position of a buck private, or do they realize that our system of government puts every man on an equal basis as a citizen?

**D**R. W. W. CARPENTER of the Missouri University stated this summer, in his Finance Class, that "some superintendents did not bat an eye" to help in our fight last winter for the proposed law for better financial support of the public schools.

**"B**REATHES THERE a superintendent with soul so dead, who never to himself hath said," "I must do my bit in this outstanding undertaking?" Yes, and this "bit" should be a supreme effort.

**N**OT ONLY the superintendents should take positive action, but all teachers. How many superintendents and teachers have actually made a study of the information along this line furnished by the "School and Community" and by the State Department?

**H**OW MANY teachers have discussed the matter earnestly and intelligently with neighbors, friends, representatives, senators, or even pupils? How many have written urgent letters to the legislators and the members of the Survey Committee regarding this?

**H**OW MANY teachers have taken this subject up and made an intensive study of it with their pupils in such classes as Civics, Citizenship, and American Problems? Do you know of any subject that is more worthy or practical, or will give the pupils a better opportunity to participate in the duties of a citizen?

**H**OW MANY teachers talk on this subject in chapel, in opening exercises, and in P. T. A. Meetings? How many utilize space in the local paper or in the school paper for the benefit of this cause?

**H**OW ARE WE going to educate the general public unless all teachers participate in spreading this valuable information?

**O**NE SCHOOL man intimated that it wouldn't go over anyway because it was "too big a thing." That's just why we should be so determined to put it over. It is a big thing—it is

one of the biggest educational moves that the State of Missouri has ever experienced, and deserves the attention of all citizens as such.

**O**THER STATES are financing their schools on a similar basis with undisputed success and Missouri is due to fall in line soon. When this plan is "put over," the Survey Committee, the Legislators, and all who have participated in its production,

will point with special pride to their work, which will stand as a glorious monument of honor to them.

**F**ELLOW TEACHERS, let us resolve to shoulder our part of the burden of initiating this financial program, and take our place in the foremost ranks of the fray, even though our position is so obscure that we would seem to be classed with "the buck private in the rear rank."

## LIFTING THE STANDARDS

J. W. CRABTREE

*Secretary, National Education Association.*

**T**HE GROWTH of the science of education calls for people in possession of this knowledge who understands its significance for social progress. This is true of every profession. Take the field of medicine. Along with the rapid increase of exact knowledge in this field has gone a corresponding lifting of the standards and length of training required of those entering the medical profession. Likewise in nursing, which formerly was one of the lowliest of occupations, along with the increase in the amount of exact knowledge which can be used effectively in this field have come much higher training requirements. The principle that growth of exact knowledge in an important field implies carefully prepared, professional people to apply this knowledge is applicable to education. Its implications for teacher-training institutions are clear. In the future, they must do a better job. What are some of the directions in which they will improve their work?

*Candidates*—Teacher-training institutions will select with greater care those who are candidates for the im-

portant work of teaching the nation's children. Back-door admission to teaching through examination is still possible in some communities; within the next decade, it will be completely closed. Another ten years and none but high-school graduates will be admitted to any teacher-training institution. This standard has already been reached in the better established institutions. More careful consideration will be given to each candidate's innate qualifications for teaching. Such matters as intelligence, cultural background, personal appearance, health, and social acceptability will be considered. Progress will be made in ability to measure the qualities which promise success in teaching.

*Supply and demand*—Teacher-training institutions will give much more attention to the guidance of those admitted. Ten years from now professional schools for teachers will be in possession of the facts as to the total number of teachers required and the number needed for particular lines of work, such as elementary, secondary, and collegiate and the number needed in special subject fields. The result

will be that the sharpness of the periods of oversupply and undersupply of teachers will be decreased. What will be gained? Such a procedure will be far more economical. Students will not spend years preparing for teaching and then be forced to enter other lines of work, or be obliged to accept teaching positions for which they have not been trained and in which they will not function effectively. A reasonable balance between teacher supply and demand will be worked out. To train many more teachers than there are available positions is waste.

*Coordination and balance in training*—Better courses and better coordination of courses will be worked out by teacher-training institutions. A proper balance of general and professional education will be worked out in our teacher-training institutions. Emphasis on methods will not outweigh the emphasis on subject-matter and vice versa. Teachers need a thorough grounding in the subjects which

they are to teach as well as professional training in educational theory and methods. Both of these types of training are fundamental for every teacher.

*State certification*—The length of preservice training will increase. However well teacher-training institutions may do their work in the future, it cannot be done in one, two, or three years beyond high-school graduation. We should soon reach the time when the equivalent of four years of training above the high school will be required of all elementary teachers and five years for junior and senior high-school teachers. Within the next ten years, the state will take over exclusive authority in the certification of teachers. Certification will be on the basis of training and personal qualification, rather than on the basis of examinations. Within each of the forty-eight state departments of education there will be an office which centralizes and coordinates all information concerning certification and placement within that state.

#### A REAL TEACHER

"Are you a real teacher?"—  
Sparkling eyes raised up to mine,  
And look of wondrous incredulity.  
My wonder stood revealed to him  
Tho no word framed itself to voice reply.  
"I mean," he said, in answer to my look,  
"Have you been teaching, O, the longest time  
Like other teachers do?"  
"No, little man—" his wonder pleasing me;  
For open-eyed he gazed, almost in awe:  
"A short time only have I tried to be  
A teacher."

"But it pleaseth me  
To ask 'Why do you marvel at the thought?'"  
"Oh;" his gaze dropped low; his toe  
Found out the crack between two boards;  
"Real teachers never see the side  
From which the boy must always look, you see,  
I thought you just could not be real—  
You see a feller's side o' things."  
In contemplation deep, Lord, must I feel—  
Lord, must I pray—"O keep Thou me un-  
real?"—

Fred D. Cram.  
In Florida Journal.



## The World Federation of Education Associations

### EDITORIAL

**T**HE THIRD BIENNIAL Session of the World Federation of Educational Associations which was held at Geneva from July 25th to August 3rd offered little of the spectacularly interesting which attracts extensive publicity. Aside from the limited efforts of "The Christian Science Monitor" which specializes in featuring events which may have an enduring influence, little seems to have been said about the Geneva Conference. By the Geneva press itself, it seemed to be regarded as simply another international conference which is a part of the every day life of this City of Geneva. Even to one on the ground and wishing to get the most out of the conference, it was in many respects a disappointment. Twelve or fifteen hundred people with many varying interests and without a common language is not the kind of group from which one can expect a clear cut and definite development of a line of thought. This confusion is emphasized when those people are divided up into a score or more of individual groups for the discussion of specialized subjects. This lack of a common language and a common purpose no doubt caused many people to feel seriously disappointed in what they got out of the Convention.

There had evidently been much difficulty in arranging a program by the long distance methods which were necessarily the only ones that can be used in such a case. The programs showed evidences of being improvised hurriedly and immediately before the meeting after the officers had found out with more certainty just who would be present.

That the attendance had been vastly over estimated by these officers, was evidenced at the first general meeting which was held in an auditorium large enough for a dozen times as many people as were on hand. This first meeting gave the Convention a very unfortunate beginning due to the further fact that Gilbert Murry head of the League of Nation's Committee on International Cooperation could not be heard except by those who were within a few feet of him.

However, with all the handicaps which the Convention suffered there was an enthusiasm for the attainment of the general purposes for which the Federation was organized; namely, the development of world peace through education and better mutual understanding among the nations. One was impressed by the optimism and the sincerity with which many of the people are attacking this problem.

Perhaps the best part of the meeting was the place in which it was held. Certainly Geneva in itself furnishes the thoughtful visitor a great panoramic picture of the efforts at better international understanding and a wider cooperation. It also impresses the visitor with the idea that in addition to being the nerve center of the world so far as cooperative thought is concerned, it has for centuries been the center of agitation for and experimentation in religious and political freedom. One cannot see the memorials and reminders of Luther, Zwingli, Knox, Calvin, Voltaire and Rosseau without feeling that one is in a spiritual environment entirely different from, and much more fundamentally

worth while, than that experienced in other places.

From the standpoint of making acquaintances and contacts this convention was eminently worth while; as a means of accomplishing specific and concrete purposes it was a disappointment. But contacts *may* become sources of irritation instead of the means of better mutual understanding and good will. Bungling inefficiency, purility of programs, general evidence of personal and national desires for aggrandisement may produce sore spots.

Personally we feel that the arrangement of the program which makes necessary the hearing of an address three or four times is not conducive to the development of the sweetest spirit. Even those who can understand

French, German, Esperanto and English might be bored by listening to the same address in all four languages, and those who understand only one of the languages spoken will have to have more charity than is given to most human beings if they remain sedate throughout the ordeal of listening to all. I believe that most of the people who attended the Convention will agree that as an excuse for visiting Geneva, the Convention was eminently worth while, but they will also agree that as a convention it was not worth going very far to attend.

Be it said to the credit of the Executive Committee, that its members have taken definite, and we hope effective steps to insure better management in the future.

## A PHYSICAL EDUCATION PROGRAM

### HOW TO ORGANIZE ONE IN A SMALL ELEMENTARY SCHOOL.

By LUCILE B. OSBORN, *Assistant Director Hygiene and Physical Education, State of Missouri*

**I**T IS GENERALLY AGREED that people are more play-minded at the present time than they have been for many centuries. It was only a little over a century ago that the Methodist Episcopal Church laid down the following regulation for the youth of that time: no boy shall be allowed to bathe in the river for more than one minute, for if a boy learns to play while he is young he will surely play when he grows old. Contrast this if you will to the present day situation, with the millions of people playing baseball, basket ball, football, tennis, soccer, or engaging in other forms of recreation. Just why this deviation from the old puritanical attitudes, ideals, traditions and superstitions is not the question to be considered here.

It has been only a few years since the introduction of an American physical education program within our schools. Yet no one would think of excluding it from the curriculum now.

There are no founders of the American system of physical education for it has been a growth. The peculiar thing is that it has grown from the top down rather than from the bottom up. The beginning of this work in the schools has followed the process of a great many other subjects. Some colleges have had a physical education program as part of the curriculum for twenty-five years; some high schools have carried on the work for ten years, but on the whole it is just beginning to establish itself in the elementary school.

Just why many elementary schools have failed to provide this type of program can be attributed to various reasons—neglect, lack of knowledge, wrong attitudes, administrative difficulties such as lack of funds, insufficient teaching force may be a few causes.

It is not the purpose of this paper to discuss why the physical education work

has not found its way into many of the small elementary schools, so let us be concerned with the chief purpose of this article:

How can the physical education work be carried on in a small elementary school is the question to be considered at this time.

#### THE SITUATION.

In order to be explicit, let us take for example a grade school in a small town of approximately 2000 inhabitants. The grade school is very near or adjoining the high school building. The first six grades are classified as elementary—and there is one teacher to each grade. In the high school there is some kind of a physical education program conducted by a teacher who has had at least fifteen hours in the preparation for physical education work.

Under these conditions the physical education program in the elementary school might be carried on in any of the following ways.

1. Special physical education teacher.
  - (a) High school instructor gives  $\frac{1}{2}$  of his time to teaching in the elementary school.
  - (b) Modified platoon system.
2. Regular class room teachers.
  - (a) With supervision
    1. Directly
    2. Indirectly
  - (b) Without supervision
  - (c) With aid of pupil assistant
3. Coaching school
4. Squad leader plan
1. Special physical education teacher.
  - (a) As has been stated before in a small school system it might be possible for the high school instructor to spend about  $\frac{1}{2}$  of his time at the elementary school. He would set up the program and do all the teaching himself.
  - (b) Modified platoon system. This method might be described as follows: In the morning every teacher in the first six grades would teach the skill or tool subjects such as arithmetic, spelling, geography, etc. In the afternoon each teacher could take the subject she was most interested in and teach the same subject in all six grades, such as music, penmanship, drawing, etc. The modified platoon system is a very good arrangement for some of the small schools. First, it furnishes the necessary time; second, the teacher who is best qualified handles the work she is most interested in; third, one person can be held responsible for a particular subject. Perhaps the greatest difficulty to be encountered if this system is employed is the problem of replacing teachers. For example, in case of the resignation of a third grade teacher who teaches penmanship, it might be almost im-

possible to fill this vacancy by another third grade teacher who can teach the same subject.

#### 2. Regular teachers.

##### (a) With supervision.

1. Directly. This means that the high school physical education teacher may act as supervisor in the grades—and spend a period each week in every grade—helping the teachers to work out a program—to improve the classroom instruction.

2. Indirectly. A high school physical education teacher may not be able to supervise the grades by visiting each grade every week, but assistance could be given the regular teacher by having all of them come to the gymnasium once a week—or every other week—and teaching the games to the teachers. They in turn would teach them to the pupils. Most every teacher would profit by added instruction from the high school teacher, especially if teaching points were emphasized.

##### (b) Without supervision.

Here the regular teachers are thrown upon their own resourcefulness—and take full charge of the physical education work; just as they carry on any other subject. This arrangement might be very hard on some of the older teachers—especially if they have never taken any work in physical education. However, this physical illiteracy should gradually decrease and finally disappear with the change of attitude in regard to play and with the requirements in the colleges providing for two years in the work before teaching certificates are granted. Then the younger teacher should have no greater difficulty in carrying on the work in physical education than in any other subject.

This arrangement has been known to work very well in some places—however, if possible, it is probably better to have some sort of supervision other than that which a principal may give the regular classroom teacher because of three changes that are taking place. (1) school population is increasing, (2) the curriculum is including so many more subjects than just the three R's and (3) the organization of teaching methods is becoming so complex at the present time.

On the other hand there are a great many advantages in having the regular classroom teacher conduct the activities in her own grade. There is an old saying that goes like this, "Those who can, do—those you can't, teach school." The child respects a person who can do—and the teacher should not lose an opportunity to prove to the child that she can do a few things in the way of physical activity. Discipline ought to be much easier, the teacher has a better opportunity of knowing each child for she can observe how the child reacts and responds to different situations. She meets the child on his own ground, in an informal way and thus has a better opportunity to guide in the social and moral development of the child.

**(c) With the aid of pupil assistants.**

The foregoing paragraph spoke of the difficulty which some teachers may have in handling the physical education work. Some cases have been known whereby a junior or senior high school student who was unusually good in conducting this type of activity, assisted a teacher each day and conducted most of the work. Such an assistant should prove beneficial to a regular teacher who is more or less physically illiterate, for the assistant could demonstrate to the pupils how certain activities should be done, thus the children would get better technique, hence become more skillful. Teacher training students might offer playground supervision for part of their regular practice teaching.

**3. The Coaching School.**

A rather unique method of conducting the physical education work in the elementary school is by means of a coaching school. Application should be made to the high school director of physical education. Only juniors and seniors in the high school would be eligible. From these applications about ten to fifteen students could be selected on the basis of scholarship, leadership, character, ability, etc. They would help the director work out a program for the grades—and each student would be assigned to a special group of pupils in the elementary school. Report of progress, etc. would be made directly to the high school supervisor or director of physical education.

**4. Squad leader plan.**

This plan follows the coaching plan to a certain extent. Each elementary grade would

select two squad leaders each month. Every week these squad leaders go to the gymnasium and one of the elementary grade teachers outlines the work from week to week. She also teaches the games which she expects the squad leader to teach each week. Every month the squad leaders change and others are selected. The leaders are permitted to go to any group that needs extra help—thus the smaller children have an older child helping them.

All of these methods are devised with the idea that in time all the regular teachers will be capable of taking charge of the physical education for their own grade and with some supervision will be able to put across a good physical education program. As time goes on the improvement of the teacher should result from the same procedure which she follows in order to improve the technique of teaching other subjects—namely by

1. Teachers' meetings
2. Demonstration teaching
3. Directed observation
4. Summer school
5. Extension courses
6. Reading circles
7. Professional books or magazines
8. Intervisitation

It is believed that any superintendent who conscientiously wants a physical education program in his elementary school can have it by using one of the described methods applicable to his situation.

The gate is open—the highway lies ahead.

### For Teachers—A Creed

Thank God there are teachers!  
 Teachers of children,  
 Wee children,  
 Who see their souls, as well as eager eyes  
 and loyal hearts;  
 Rich children, poor ones;  
 American, or foreign born—  
 Yet children—all bearing the gifts of the  
 Magi;  
 There's gold—faith and trust in this, "My  
 teacher."  
 Here's frankincense—love, and glowing  
 hearts that swear it, if one is worthy  
 a child heart, which reckons all, nor is  
 deceived.

This, all this, if one is a teacher  
 And believes.  
 And I would believe, aye fervently  
 In children, in teachers, in teaching,  
 Teaching—thought science, a task, with  
 facts to teach,  
 But teaching—a privilege, a gift, with chil-  
 dren, to learn.  
 With Angelo Patri I look ahead a thousand  
 years, and I see not cities, not wealth;  
 neither ships nor soldiers—but children;  
 little, laughing, happy children, and I  
 put my hand in theirs, and smiling,  
 dream of sunshine and endless happy  
 days—  
 For I am a teacher  
 —Betty Dandridge Bowman,  
 in N. E. A. Journal.

## PRESIDENT M. G. NEALE BUILDS STRONG PROGRAM FOR ST. LOUIS MEETING

**"BETTER CLASSROOM Teaching"** will be the main theme of the Missouri State Teachers Association in St. Louis on November 13, 14, 15, and 16. While this has been chosen as the central topic for most of the general and departmental meetings, special features have been provided to take care of the general interest of all educational workers in the State and immediate State legislative problems.

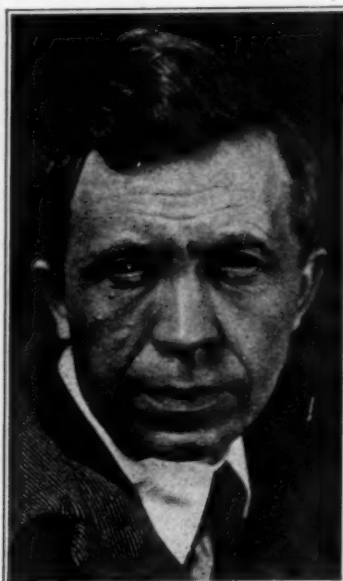
Legion d'Honneur of France, Vice-President of the Open Forum, National Council, Director of the Peace Society of New York and Trustee of the National Child Labor Commission.

### **Vilhjalmur Stefansson.**

Another lecturer of general interest will be Vilhjalmur Stefansson, Arctic Explorer. Dr. Stefansson is a graduate of the University of Iowa, has a Master's Degree from Harvard University; has re-



**Rabbi Stephen S. Wise**



**Dr. Vilhjalmur Stefansson**



**Warden Lewis E. Lawes**

The chief features of the program which appeal to general interests of all are:

### **Rabbi Stephen S. Wise.**

Dr. Wise is Rabbi of the Free Synagogue of New York. He is one of the most eloquent speakers in the United States and is the author of numerous books, among which are "How to Face Life," and "Child versus Parents." He will speak in the Coliseum on Wednesday evening, November 13, on the subject "Facing Life" and again Thursday morning on "Education and the World View." Dr. Wise is a member of the Chevalier

received honorary degrees from the University of Michigan and the University of Iowa. His Arctic Explorations and world travels are generally familiar through his books and magazine articles.

### **Character Education and Crime Prevention.**

A third feature of the program which bears somewhat indirectly on the problem of Better Classroom Instruction is one related to character education and education for crime prevention. This subject which will occupy all the time of the general program on Friday evening,

November 15, will be discussed by Dr. W. W. Charters, who will speak on the subject "Can Morality be Taught in the Schools," and by Warden Lewis E. Lawes of Sing Sing Prison who will speak on the subject, "Education and Crime." Dr. Charters is known to all Missouri teachers. Warden Lawes is a national character because of his interest in a broad educational program as a means of crime prevention. His recent magazine articles on Crime Prevention have attracted national interest.

#### **State Educational Survey.**

A fourth feature of the program which is related to better classroom instruction through making the means of instruction possible will be the discussion of the State Educational Survey which is being made by experts appointed by the Missouri State Survey Commission, created by an act of the last General Assembly. This educational survey has as broad as scope as any ever undertaken in the United States and has aroused wide spread interest among citizens and teachers in all parts of Missouri.

The administration section Friday afternoon will be addressed by Doctor Ellwood P. Cubberly of Leland Stanford University. Doctor Cubberly is a leading authority on State School Administration. He will address the General Sessions on Saturday morning on "What a State Should Do for Education."

#### **St. Louis Will Furnish Unusually Attractive Program of Music**

The music furnished by St. Louis will include programs by a combined high school orchestra and chorus of nine hundred, a combined elementary school orchestra of five hundred, a chorus of four hundred fifth and sixth grade children, a junior high school chorus of four hundred, a boys' and girls' glee club, a combined high school band, and the Schubert Club of Harris Teachers College.

#### **St. Louis Symphony Orchestra.**

The teachers organizations of St. Louis have through their enterprise and generosity made it possible for the teachers of the state to enjoy a special musical treat in hearing the St. Louis Symphony Orchestra. This musical organization will

render its performance on Thursday evening.

#### **Classroom Problems to Have Chief Emphasis.**

The speakers secured for the main theme of the meeting and the other general meetings are:

Charles H. Judd, Director of the School of Education, University of Chicago.

Ernest Horn, Professor of School Supervision and Director of the University Elementary School, Iowa State University, Iowa City, Iowa.

Harold O. Rugg, Professor of Education, Teachers College, Columbia University.

Leonard V. Koos, Professor of Secondary Education, University of Chicago.

Thomas H. Briggs, Professor of Education, Teachers College, Columbia University.

David W. Reeve, Professor of the Teaching of Mathematics, Teachers College, Columbia University.

M. E. Haggerty, Dean of the College of Education, Professor of Educational Psychology, University of Minnesota.

William John Cooper, United States Commissioner of Education, Washington, D. C.

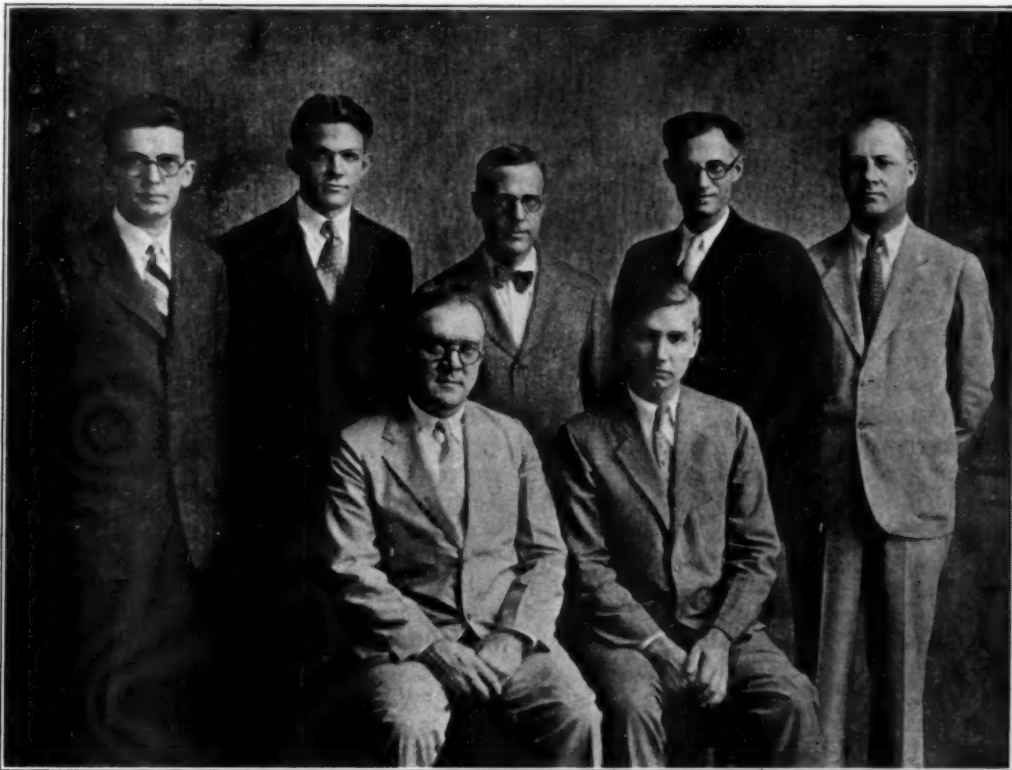
E. Ruth Pyrtle, President of the National Education Association, Principal of Baneroff School, Lincoln, Nebraska.

Dr Clyde M. Hill, for many years president of Springfield Teachers College has been named head of the education department at Yale University.

#### **\$100 for a Poem.**

Miami branch of the League of American Pen Women is offering a cash prize of \$100 for the best poem of not over 100 lines on "The Preservation of Human Life in Connection with the Abolishment of Capital Punishment." All manuscripts must be accompanied by 25 cents to cover contest expenses and must be sent to Pauline Eaton Spofford, 229 S. W. 21st Court, Miami, Florida by January 1, 1930. Manuscripts must be anonymous and accompanied by a sealed envelope with the name of the author inside. Judge F. B. Stoneman, editor of the MIAMI HERALD; Morton M. Milford, editor of the MIAMI DAILY NEWS; and Dr. Orton B. Lowe, head of the English department of the UNIVERSITY OF MIAMI, will act as judges.

## EDUCATIONAL SURVEY BY DISTINGUISHED EXPERTS



**A Group of Workers for the Survey Commission.**

Reading from left to right: standing, S. C. Oliver, M. R. Brunstetter, Carter Alexander, Willard S. Elsbree, C. J. Tidwell.  
Sitting, Geo. D. Stayer and Paul R. Mort.

**T**HE SURVEY COMMISSION is to be congratulated and complimented on being able and having the extraordinary foresight to secure such an outstanding group of experts as is now at work in Missouri finding for the Committee's consideration the facts that it desires in considering the problems of the public schools and the higher institutions of learning.

The personnel of the organization includes Directors Doctor George Drayton Strayer and Doctor Nickolaus Louis Engelhardt who are giving very close personal attention to the work. Members of the staff who will work each in the field for which he or she is especially qualified are:

Paul R. Mort, Director of the School of Education, Columbia University; E. S. Evenden, Professor of College and University Adminis-

tration, Columbia University; Carter Alexander, Professor of Education, Columbia University; W. S. Elsbree, Assistant Professor of Education, Columbia University; C. J. Tidwell, Professor of Education, Columbia University; R. E. Tidwell, State Superintendent of Schools, Montgomery, Alabama; F. B. O'Rear, Assistant Professor of Education, Columbia University; Donald Cottrell, Assistant Professor of Education, Columbia University; Dr. Florence B. Stratemeyer, Columbia University.

Among the field workers will be S. C. Oliver, M. R. Brunstetter and R. L. Hamon.

The directors with several of the staff and the field workers arrived in Jefferson City on September third and have established working quarters on the third floor of the capitol building.

## FREEDOM AND PROGRESS

ELLA VICTORIA DOBBS

"CREATIVE"—that's the word now. "Creative energy!" "Creative impulses!" "Creative expression!" If you don't create you are nothing these days.

Yes. It sounds mighty easy when they talk about it. I wish somebody would tell me how to create material for my flock to experiment on. My flock has energy enough but I get just so much material and I'm expected to produce just so many completed articles and the only way I can be sure of that is to stand over each one to see that he does it right and then some of them do badly enough. I have to look after my own reputation as well as the "kiddie's" education.

The meeting was just over and the sub-session was being held around the table while the members refreshed themselves with cooling drinks. The imported speaker had discoursed learnedly on the creative factor in educational method. "I did not have much luck when I tried it," said a member of the group. "Probably I did not go at it right. But their work looks so poor and I don't see how to improve it unless I tell them what to do—and that would not be creative, I suppose. How do you manage, Bess? You seem to get results."

"Well, it depends on circumstances," replied the one called Bess. "Of course you never know exactly what form genius is going to take, but after all they are very responsive to suggestions and it isn't so hard to guide what they do without actually demanding it. It seems to me the important thing is for them to be conscious of making a choice, and deciding for themselves. What they make is rather secondary provided they are doing the best they can all the time.

"We have a free period in the morning. I keep a box of odds and ends of wood and the children rummage in it and pick out the pieces they want. One day I noticed a little chap quietly hunting around for something. I watched him and

soon saw he was hunting something for wheels. I had no good wheels but that evening down town I saw some little discs of tin, cut for tops to vegetable cans, so I got several. The next morning I laid them conspicuously on my desk but said nothing. The little boy began his search again when the free period opened. Very soon he spied the pieces of tin and said, 'That's just what I've been looking for.' I asked him what he wanted them for and he answered, 'I want some wheels for my car.' He was so pleased when I told him he could have them and soon he had his car on wheels and was very proud of his accomplishment. Of course old jelly glass tops or milk bottle tops or anything of that sort would have served. Some children would have found what they wanted at the home but this little fellow doesn't have much chance for pick-ups of that sort because the cook doesn't like to be bothered.

"But you see he had all the pride and satisfaction of doing his job all by himself. If I had given him the wheels at first or had told him how to do it—half his fun would have been spoiled. And I think it encouraged him to think for himself and depend on himself."

"That reminds me of something that happened in my class the other day," said another voice. "One of my young hopefuls had turned his creative genius toward building a car also. I found him trying to make wheels out of a piece of wire. I knew he could not do it but I feared I would break the spell if I told him that his idea would not work. I remembered some old checkers I had so I hunted them up and put them, with some other useful materials, into a box. Before the next free period I told the class about the box and that they might have anything in it that they could use for handles or wheels or anything they needed.

"As soon as recess was announced the little car builder hurried to the box and gleefully provided himself with checkers enough for his wheels. I'm sure it was

much better to help him to help himself than to have told him definitely what to do. We are all going to put into that box anything we find that will be useful for somebody even if we do not need it personally. I hope that will contribute a little in developing social cooperation as well as creative expression."

"I think," said another voice, "that it isn't fair to let them spoil things, waste material and get discouraged because they don't know how to do what they want to do. I try to keep track of all their endeavors and when I see they are going hopelessly wrong I manage somehow to save the day. Maybe I happen along just at the right time to answer a call for help. They are most teachable at such times. Sometimes at a different hour during the day, and before the next free period I start some activity that gives me a chance to show them how to do the process that they need. Then they can go on successfully using the process in their free period. I readjust my program often to bring in items I discover are needed as I study their free work."

"What bothers me," said one of the youngest of the group, "is what to do when they insist on using bad color combinations and liking them. I don't know how far freedom should go and when guidance should begin. I don't want anyone to think I'm teaching bad color schemes because I don't know any better myself. How do you manage that Miss Bess?"

Everybody laughed at her doleful face, but expressed kindly sympathy with her problem, as Bess answered the question.

"In the first place," she said, "we do many little things, make pictures and patterns and all sorts of things in which they are absolutely free in their choice of color.

I'm as much interested in finding out what they can do in that line as I am in finding out whether they can think and say  $4+4$  are 8 or  $4 \times 4$  are 16; or whether they can combine the right letters when they need to spell. I don't see why I should feel their mistakes in either field a slur on my ability or knowledge.

"In between times I make use of every opportunity to call attention to pretty colors and colors which go together well. If somebody has his heart set on tying his booklet with the wrong cord or something of that sort I let him alone. I want him to get all that out of his system as soon as possible. I'd hate to make it forbidden fruit and help create a longing for it that would come out someday in his choice of necktie and sweater.

"I say as little as possible about it so that it doesn't make much of an impression on anybody and they forget it. In the meantime I've been doing my best to make good things attractive so that they will really want them. For, of course all that counts in the end is what they want and will choose when all restraints are removed."

The youngest gave a sigh of relief and said, "I think I have received more help from what you all have said than I did from what the Big Gun said in that speech."

There was a general assent to this remark—but someone said—"Perhaps the Big Gun made us think for ourselves. Maybe self-expression is good for us too."

"Perhaps we will become creative ourselves."

"This sub-session meeting was fine. Let's do this again."

"Yes. Let's."

### THE TEACHER

A light in the darkness, the teacher!

A tree in the desert is he;

A bulwark for building the nation—

An oar, as we sail on life's sea.

As steadfast as high mountain ranges,

Their peaks in the sunlight sublime;

To youth he is calling: "Climb upward!"—

A mission but ending with Time.

—Ella A. Koch.

## "THE HIGHER PATRIOTISM"

Rev. Luther Wesley Smith.

**I**T IS NOT enough to be willing to die for one's country in a moment of national crisis. The higher patriotism is to *live* for one's country!

History has been written in such way that the wreaths of glory and honor and fame have been placed upon the brow of the military hero almost exclusively. The patriot has been pictured as the one who has died for his country. Because of this emphasis in the writing of history—which perhaps because of circumstances is largely justifiable—but more because of the propaganda influences which have woven their way into the life of this country and other countries; and, too, because you and I, ordinary citizens, are hypnotized by the spectacular of military achievement, we have come upon a day when patriotism in the mind of the average boy or girl, the average man or woman, is a narrow and provincial thing.

Ask any man or boy, "Who is a patriot?", and he will tell you that it is the man who is quickest to doff his hat as the flag goes by, who is quickest to rise to his feet when the Star Spangled Banner is played, the quickest to enlist when his government declares war. That is patriotism! Is it? Do these acts, laudable though they may be, constitute patriotism in whole or even in major part? Such a definition is perverted, and its emphasis is unwholesome. It leaves out of consideration the purposes which control a man's actions through years and years of his contacts in the body politic. It is wholly blind to the presence or the absence of the intelligence or the integrity which a man brings to the public issues of his day and generation and with which he casts his vote. It asks no questions whatever about the social poisons which a man may be injecting into the life of his community and his nation by his own misdeeds in his business or in his personal relationships. None of these questions are asked; none of these more fundamental virtues are instinctively considered as determining whether a man is a *patriot* or not. We have perverted

and prostituted that wonderful, significant, and meaningful word patriotism to the behest and claims of the God of War and Militarism until we think of the patriot as the one who dies for his country rather than the one who lives for it.

Likewise we think of the traitor as the man who in time of military exigency betrays his country to the enemy—a Benedict Arnold. But are there not other ways of betraying one's country? Is not any man who follows a course of conduct in public office which brings law, government, and the courts into disrepute betraying his nation at its very heart? If righteousness and the sanctity of the home are cornerstones of this or any other nation, is not the man or woman who betrays righteousness and the sanctity of the home cutting from under us the very foundations of our nation's life?

No! A man may be quickest to doff his hat when the flag goes by, to stand up when the Star Spangled Banner is played; he may be the first to decorate his window with patriot bunting, and thereby "kid" himself into believing that he is in essence patriotic; but if he arrays himself with the forces of lawlessness in the community (and any man who buys his liquor from his bootlegger has thereby become a part of the channel of lawlessness and crime up along which his liquor has come to him), and if by his social ideals in any area of his life he is betraying the highest interests of his country, then he is not a patriot, but a *traitor*!

A young man enlisted in the World War at the same time I did and served in one of the same units in which I served in the war. I came to know him very well. He seemed to like me, and because he did he told me the story of his checkered career—of his past—and of how he had broken nearly every commandment of God and man. "And that is why I enlisted so quickly in this war and want to get on the other side," he said. "There on the battlefield I want to be able to square up accounts for those sins that I have committed." He

went to France. He was in several battles. But all the while, at every opportunity he would get drunk, be A. W. O. L., and do everything that a man can do and barely escape being sent up for a prison sentence. He came back to this country and established himself in his community, where, as a member of the American Legion and as one of the boys who did their bit in the War, he parades on holidays and receives the plaudits of the crowds—for is he not a patriot? But all the while, like many thus praised, he is pouring back into the life of his nation a stream of that social poison which will eat out the heart of any nation. Was he, is he a patriot? I say, No! *Traitor!*

A newspaper may conduct all the patriotic puzzle contests it desires, may print in black face type in every issue, "My country, right or wrong", may "see an insult to national honor quicker and farther off and shout for its avenging longer and louder than any other member of the community," but when that newspaper deliberately throws itself on the side of the forces of lawlessness, perverts the truth in order to bring officers into disrepute and to make a cause which it opposes look ridiculous in the eyes of the public; when it practices clear duplicity with the obvious purpose to obstruct the working out of a fundamental American principle—government by the majority, then the ideals of this paper are traitorous not patriotic. Its conception of patriotism has become travesty upon a word which ought to be the most meaningful and sacred in the English language. Not "Patriot" but "TRAITOR" is the word that best describes such a paper.

Just because our nation has been so much under the influence of that sort of journalism, just because there have been so many interested propaganda influences operating in the life of the nation, we have come to have a provincial, perverted, and prostituted conception of what patriotism really is.

It is not enough to be willing to die for one's country in some far off crisis which may not come in our generation—and in which if it does come we will be "pepped" up to do what everybody's doing by the playing of bands and the lure

of spick and span uniforms. The true patriot is the man who 365 days out of the year out in the common humdrum of daily affairs—where no one is watching and no crowds are cheering—meets the issues of public and private life with a heart passionately devoted to righteousness, to the sanctity of the home, the freedom of conscience, and the welfare of the nation. To live for one's nation—that is the higher patriotism!

"He serves his country best

Who lives pure life and doeth righteous deed,

And walks straight paths however others stray,

And leaves his sons, as uttermost bequest,  
A stainless record which all men may read;

This is the better way.

"No drop but serves the slowly lifting tide;  
No dew but has an errand to some flower;  
No smallest star but sheds some helpful ray,

And man by man, each helping all the rest,

Make the firm bulwark of the country's power;

There is no better way."

(Susan Coolidge)

To live for one's country. That is the higher patriotism!

But you and I cannot be true to ourselves unless we are true to our families; we cannot be true to our families unless we are true to our state and nation. Likewise, we cannot be true to our nation unless we are true to our larger loyalty as citizens of the world. In other words, the higher patriotism involves obedience to conscience rather than to public opinion, obedience to Christ rather than to Caesar; it involves a recognition that you and I first of all are not citizens of this fair Republic and then citizens of the world, but citizens of the world and of the Kingdom of God and then citizens of this great nation.

Ramsey McDonald, for years the leader of the English Labor Party, is now the head, the Premier, of the British Government. During the World War—in 1914 to 1918—he was a man who was defamed and villified because he had been outspoken in his opposition to the World War and to

(Please turn to page 394)

## THE MISSOURI STATE TEACHERS ASSOCIATION

### GROUP INSURANCE PLAN

**T**HE COMMITTEE appointed by the Association to investigate and recommend a group life insurance plan for the members of the Missouri State Teachers Association unanimously recommended the plan of the American National Insurance Company of Galveston, Texas. The plan was approved by the committee, the application signed, and the insurance is now available and has been since June 1st, 1927, in accordance with the plan adopted, to any member of the Association actively engaged in educational work or who is a student in a college preparing himself for the teaching profession.

Since there are a number of members who have not taken advantage of the group life insurance offered to them, an explanation of this insurance is given herewith.

1. Each member of the Missouri State Teachers Association, who meets the above requirements and is not past the insuring age of sixty years, may take out insurance in amounts of \$1000, \$2000, \$3000, \$4000, or \$5000.
2. Each member is required to show evidence of insurability by completing the application on the reverse side, the insurance company reserving the right to rate up or decline any unfavorable risk.
3. Due to the use of an average premium, the rates for this insurance are as follows: (This rate includes a service charge of \$1.00 per policy which goes to the Association to pay the cost of maintaining the records.)

\$1000, cost -----	\$ 7.00 Annually
\$2000, cost -----	13.00 Annually
\$3000, cost -----	19.00 Annually
\$4000, cost -----	25.00 Annually
\$5000, cost -----	31.00 Annually

Premiums are payable annually in advance to the Association at the time application is made.

4. The above named rate is guaranteed against increase for five years from June 1st, 1927; thereafter the rate will be in accordance with the actual experience with the group.
5. If you discontinue teaching your insurance remains in force, provided you continue your membership in the Missouri State Teachers Association and pay your insurance premiums.
6. This coverage affords protection in event of your death from any cause. The face amount of your policy is payable to you in event you are totally and permanently disabled before attaining the age of sixty years.
7. You may change your beneficiary as often as you find it necessary, without any additional charge.
8. You may, if you wish, without medical examination, convert your policy to any form of Ordinary Life, Twenty-Pay Life or Endowment insurance written by the American National Insurance Company, at the time you leave the Association, provided application is made within thirty-one days after such termination.
9. The Missouri State Teachers Association holds the master policy, and if your application is approved you will be issued an individual certificate which will be mailed by the Association to you.
10. The insuring company is the American National Insurance Company of Galveston, Texas, which is the largest of all Southern companies, having \$568,000,000 of insurance in force and in excess of \$34,000,000 assets.
11. Send your completed application and check for the premium in accordance with the foregoing table, to E. M. Carter, Secretary, Missouri State Teachers Association, Columbia, Mo.

## AMERICAN NATIONAL INSURANCE COMPANY

OF GALVESTON, TEXAS

I hereby make application to the MISSOURI STATE TEACHERS' ASSOCIATION, COLUMBIA, MISSOURI, for Group Insurance upon my life in accordance with the contract made by the Association with the American National Insurance Company, Galveston, Texas, and do hereby declare myself to be in sound health and to the best of my knowledge am free of any disablement or ailment except as set forth herein. I agree that the above statements, and all statements made below, shall become a part of said contract.

## PLEASE USE INK.

1. Name (Print) -----  
 (Last) (First) (Middle)
2. Address -----  
 (Street) (Town) (State)
3. Date of birth ----- State -----  
 (Month) (Day) (Year)
- Race (White or Colored) ----- Sex ----- Married -----
4. Occupation ----- Date employment began -----
5. Beneficiary (Print name) -----  
 (Last) (First) (Middle)
6. Address (of Beneficiary) -----  
 (Street) (Town) (State)
7. Relationship -----
8. Impairments now existing in my health or physical condition are -----  
 -----  
 -----
9. I have not been attended by any physician nor have I consulted any physician regarding my health during the past three years, except (give dates and particulars) -----  
 -----  
 -----
10. Amount of insurance applied for is \$ -----.
11. My present height and weight is ----- feet ----- inches ----- lbs.
12. I have never applied for Insurance without a policy being issued except -----  
 -----
13. My Family History Table:

## FAMILY HISTORY.

	AGE	If Living, Condition of Health?	If Dead, Age at Death?	CAUSE
Father -----	-----	-----	-----	-----
Mother -----	-----	-----	-----	-----
Brothers -----	-----	-----	-----	-----
Sisters -----	-----	-----	-----	-----
Dated at -----	this ----- day of -----, 19-----			

(Signature of Applicant.)

his country's entrance into it. In other words, he was pushed back into involuntary social ostracism, and suffered for "conscience's sake."

At the close of the War there came the signing of the Versailles Treaty. In 1923 the nations of Europe were again facing a crisis. The terrific economic and political problems which followed in the wake of the cataclysm of war were unsolved and seemed to be unsolvable. These problems began to mount in their proportions. Friction began to come between the nations. In 1923 and 1924 Europe seemed nearer a war than it seemed to be early in 1914. This friction, this political tension in the life of Europe existed because none of the nations trusted each other. Then there came to the head of the English government Ramsey McDonald as Premier! Immediately the tension disappeared. Instead of being suspicious of each other, each of the nations showed an eager willingness to get to Ramsay McDonald and with him try to work out the problems of Europe. The now famous London Conference was held where were worked out the agreements which restored sanity to Europe and established a basis for all succeeding conferences such as the one recently presided over by Owen D. Young, an American.

And thus what was a nasty, critical situation disappeared as dew before the morning sun. Why? Because here was a man, Ramsay McDonald, who was big enough and had character enough to win the confidence of the nations. He won that confidence because he was the kind of man who had said in private and in public that as the responsible head of the English Government he would approve only of those policies which would benefit other nations as well as England, and that he would disapprove of any policy that was detrimental to the interests of other nations and the peace of the world even though it were beneficial to the selfish interest of his own country. In other words, he was declaring that not the man who sat on the English throne, but Conscience was in reality his King. He was declaring that even though he was the responsible head of the English Government, he was first of all a citizen of the world, and then a citizen of the British Empire. Was he not,

in trying to be true to the higher loyalty, being true in the highest sense to his own country? That is the higher patriotism! That which puts God and conscience above every loyalty even that to ones nation—that is the higher patriotism!

America in these years past, in these centuries which she has been living out her life, has been a government which has declared that the conscience of the individual should be free. And it is because our nation has always been the defender of freedom of conscience that I am amazed and deeply hurt that some of our courts have denied citizenship to two individuals—Madame Schwimmer and Professor McIntosh of Yale Divinity School—on the sole ground that they have insisted that they be allowed to follow their consciences even in the matter of bearing arms. For example, Professor McIntosh, a man of beautiful Christian spirit, is a layman in the church of one of my best friends. He is the author of the book, "The Reasonableness of Christianity," and a man with a distinguished war record as one of the officers in the military forces of Canada. He declared he was ready and glad to give his first allegiance to the United States, that he was in full accord with her principles and ideals, and that in the event of a national crisis he would gladly bear arms in a "Justifiable cause," but that his conscience would have to be free to follow, in such a crisis, what he believed to be the voice of God instead of the voice of man. Therefore, we have the spectacle of this great nation of ours which has always been the haven for freedom of conscience, which has given full and free citizenship to Quakers and other conscientious objectors (and has our nation ever produced a finer stock, has any group ever made a larger contribution to the moral and spiritual life of America and the world than the Quakers?)—I say we have the spectacle of America denying citizenship to a man who is avowedly a high-minded Christian gentleman, for the sole reason that he insists Conscience is his king, and that in being an American citizen he be allowed to recognize that his first loyalty is that of a citizen of the World and of the Kingdom of God, and his second that of a citizen of these United States.

Oh, America! Bow your head in shame!

If our courts are to be consistent in denying the right of citizenship to every citizen so minded, they had better prepare to disfranchise every man and woman who is truly a Christian! For you can't escape the authority of the Master's words: "He who will not leave father and mother, wife and children, sister and brother (and country) for me is not worthy of me!" If that be treason, make the most of it! For me it is the essence of the Higher Patriotism!

There is one flag that flies in the mast head above the Star Spangled Banner. That flag is the white flag that carries on

it the symbol of the Cross. There is one loyalty that must precede loyalty to one's country, and that is allegiance to the Christ who died on that Cross!

You can't be true to your own best self, unless you are true to Christ. You can't in the highest sense be true to your country unless you are true to Him! You can't become a citizen of that larger Democracy, the Kingdom of God, unless you become a follower of Christ! Allegiance to Him, living for your Country and the Brotherhood of Man under the dominance of that allegiance—that and that alone is the higher and the highest patriotism!

## A TRAVELOG OF A PEDAGOG

THOS. J. WALKER

**G**OING TO EUROPE is to most of us a great event, requiring considerable thought and planning. First is the question of money. Not every teacher is so fortunately equipped with funds as to be able to disregard this part of the problem, but many there are who by judicious economy can in a period of two or three years save enough to enable him to enjoy a summer of travel in the land whence came our ancestors, our institutions and our laws.

There are in general about three kinds of tours one may take, or these may be mixed in infinite proportion to suit individual tastes.

First, there is the shopping tour in which the traveller's main purpose is to buy "stuff" in London, Paris, Rome, Berlin, Amsterdam and Brussels under the theory, mistaken or otherwise, that articles purchased in these places are cheaper and better than can be had in the United States, but chiefly, I imagine after some experience, for the sake of the pleasure that comes from being able to say "I got this in Paris, and this came from Rome!" This is perhaps the most expensive and least valuable kind of tour.

Second, there is "the being there tour" in which the traveller has a consuming desire to go back home to his friends and say "I've seen St. Pauls," "Yes, I've been on Lake Geneva," "the Alps are wonderful," and "the Rhein is a beautiful stream."

This kind of tour is expensive and strenuous. Filled with the desire to say, "I've been there," one is impelled to flit from place to place and leave each with simply the feeling of having been there but carrying no enduring memory other than an expense account. This sort of travel leaves one inwardly hungry as though he had seen and smelled but not partaken of food which his body needed and his tastes would have enjoyed.

Third, there is the tour in which one enjoys people, places, scenery and climate and is loathe to leave them until one feels their spirit and contemplates their meaning. The tour in which something gets into one's being which was not there before and in which one gets the sensation of growth and the elation of spiritual accretion. This kind of tour has the double advantage of decreasing the daily expense and increasing the real enjoyment to be had from the tour.

No matter how one proposes to do Europe some preliminary planning is necessary. The passport must be secured and a month's time is none too much to allow for this formality. Visas for the countries to be visited are of course necessary and should be had in advance of leaving home, but some of these may be secured later if convenience or change of plans make it necessary. Selection of a ship with sailing date and landing port conformable to one's wishes should be made early and transportation arranged for. And perhaps

most important of all the optional procedures is that of preparing ones mind for the places to be visited. Much time and money are wasted in seeing things that because of the lack of background are meaningless to the person who sees them only with his physical vision.

#### OUR TRIP TO EUROPE.

Fortunate will you be if you find as I did on my trip to Europe this past summer companions so agreeable as were mine, Professor J. D. Elliff of Columbia and Superintendent M. B. Vaughn of Montgomery City.

We were adapted to each other by our common educational interests, long previous acquaintanceship, our common destination (the Geneva Convention of the W. F. E. A.) and not the least important was our agreement as to the amount of money we had for this purpose, which guaranteed no disagreement as to the class of travel, and the general character of the hotels.

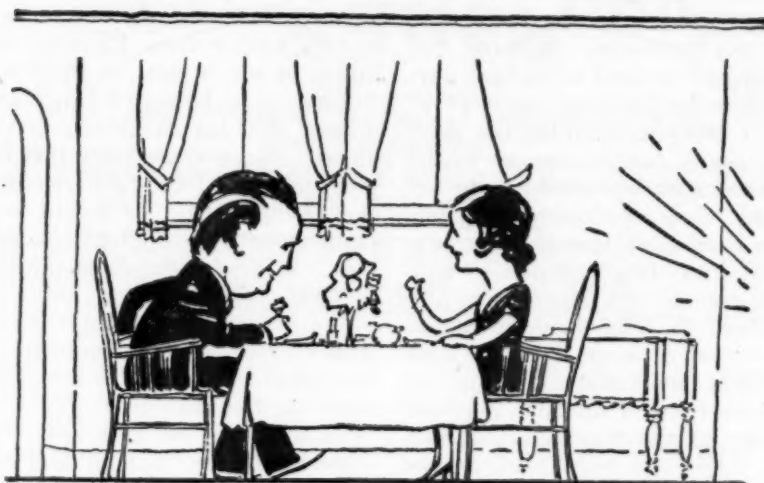
We boarded the U. S. Liner George Washington at the Hoboken docks on the forenoon of June 19th, anxious to see what we had drawn in the way of S. S. accommodations for the first eight days of the fourteen which we expected to spend on the sea going and coming and for the \$208 good U. S. dollars we had expended therefor. The first impression was not of the happiest character. It was a hot day. Our room with four bunks was on a low deck with one port hole so near the waterline that we knew a rough sea would make necessary its being closed. But a ship room in summer time is to be used but for a few of the twenty-four hours anyway, so we were not depressed. We took a look at the decks. Not at all encouraging was that first look. Lower New York had furnished its inhabitants; one had to move about a long time and listen carefully to detect a word of English. The people were not of the kind that offered the most congenial companionship for a week of enforced proximity. Our spirits sank. But looking forward to a higher deck we beheld folks that seemed more to our liking and discovered that we were on the third class deck instead of the tourist deck. Finding our way to the brighter outlook we were in very comfortable quarters so far as deck space was concerned. A good luncheon in a cheerful

dining room with agreeable table companions served to put us in better spirits as we crept out of the harbor, past the Statue of Liberty into Ambrose Channel and finally to the high seas.

Tourist travellers are friendly folk on the outward voyage. They have never been abroad and are thrilled with the majesty of the ocean, or they have been abroad before and are willing to talk to you about their previous sea experiences; they are going back to the old country to see their relatives and are willing to tell you about places and conditions in their old home land, to make personal comparisons regarding the two countries and to suggest ways in which you may spend your time profitably if you are going to be a visitor in the country that was their native land. They may even invite you to visit them and their people. If they do, my advise is that you accept.

Having never travelled in any other class than tourist I am not in a position to make authentic comparisons, but from conversation with persons who have travelled second or first class I am quite sure that the tourist class has positive advantages other than its lower price which is about ten dollars a day below the second and considerably more than that below the first. The sea was beautifully disposed all the way across. After the first day or two the weather became quite cool. Very few people were sea sick and these few were not offensively so.

One must get up early to greet the sun on the morning of the 27th of June when one is off the coast of southern England which is about the same latitude of Winnipeg, Canada. But one gets ravishingly hungry to see land after having been out of sight of it for a week, so several were up, including the members of our party; there was England on our left! Land's End and Penzance Peninsula with their round green hills rising suddenly from the sea. It was nearly noon before we had anchored in the pleasant harbor of Plymouth, with its quaint old city, passed with the long line by the officer's desk and secured our landing tickets preparatory to getting off the George Washington and onto the tender which was to carry us to the dock and land us on the soil of our mother country.



**A**LLISON BROWN tried to finish his pie the other evening before he answered the telephone.

And — the person calling “hung up”!

Brown had been expecting a business call that evening, too.

• • •

It's a good idea always to answer the telephone promptly.

**SOUTHWESTERN BELL TELEPHONE COMPANY**



The customs officers made short work of it, manifesting interest only in tobacco, which is taxed very heavily, so that in a short time we were on our train for London, our tickets having been purchased on board the ship the day previous. Without the time for "scouting" we had to content ourselves with the reflection that we were at the place where 309 years ago lay the Mayflower getting ready for the voyage to the strange new land that lay across a stormy sea offering to the stronghearted a home and "freedom to worship God." Our ship, not a large one, was large enough to hold 150 ships the size of the Mayflower, and the one we were to come back in would have carried a fleet of more than 300 such craft. Our ship is considered a slow one but it can make nine trips in the time required for the crossing of the Mayflower. Longfellow's line, "Not one went back on the

Mayflower" may well have a double meaning to those who imagine the hardships of that voyage.

Nearly a half century before the Pilgrims left Plymouth, Drake had returned to this harbor from Panama with his ambition to sail a ship on the Pacific and to receive from Elizabeth the authority and means for his circumnavigation of the globe. Three years later this little harbor must have been agog with excitement when the Golden Hind sailed in with the announcement that she had accomplished that task. It's a far cry from the Golden Hind to Graf Zeppelin.

We are off on a funny looking train at whose looks we are disposed to poke fun but which in reality is a wonderfully efficient mechanism.

In our next we will tell you about our experiences in England and Scotland.

## AGRICULTURAL NATURE STUDY, BOOK ONE

*By J. H. GEHRS, Professor of Agriculture, Southeastern*

*State Teachers College, Cape Girardeau, Mo.*

Sometimes the things with which we are in daily contact are the ones which we know the least about. Agricultural Nature Study, Books One and Two, bring home to the child the habit of observation.

"Books in brooks, sermons in stones, and good in everything."

192 pages, 114 illustrations, line, halftone, and  
color, bound in cloth, price 80c per copy.

### AMERICAN BOOK COMPANY

330 East 22d Street

New York

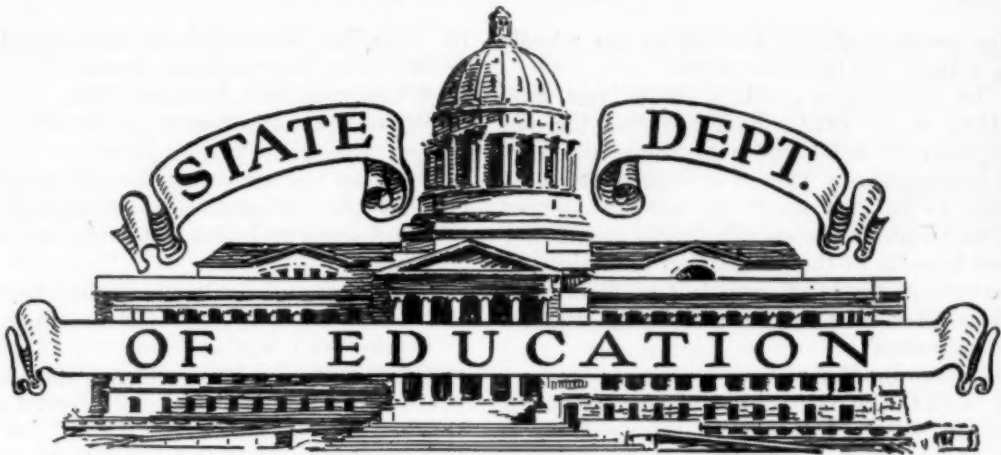
Cincinnati

Chicago

Boston

Chicago, Illinois

Atlanta



### New School Laws

Few changes were made in the laws affecting the school system as a whole.

The law providing a rural district must provide educational facilities when 15 colored children are enumerated was changed to a minimum of 8 Negro children.

Another law prohibits agents, peddlers, solicitors or other persons from soliciting teachers during the hours school is in session.

Most school law at the session concerned the large cities.

### Frances Willard Day

The laws of this state provide Frances E. Willard Day shall be observed September 28th. This falls on Saturday; hence it should be observed the day before this year. An appropriate program of songs, drills and recitations should be given in each school in the state. This sugges-

*The new Social Science course*

*300 schools have perfected.*

## RUGG S

### Introduction to American Civilization

The first finished textbook based on the famous Rugg Social Science Pamphlets, but with many improvements including considerable simplification and many new illustrations. Dr. Harold Rugg presents history, civics, and geography as they throw light on the conditions and problems which confront American citizens. This book is for the first half of the seventh year. Additional activities are in an accompanying Workbook. Material for the second half of the seventh year will follow. Write for circular 622.

## GINN AND COMPANY

2311 Prairie Avenue, Chicago

tive program should be used by the schools as a basis for their exercises.

In compliance with a State law Sec. 11163 R. S. 1919 which requires the observance of one-quarter of the school day of September 28, known as Frances Willard Day, to be "set apart for instruction and appropriate exercises relative to the history and benefits of the prohibition of the manufacture and sale of intoxicating liquors in the United States," the following program is suggested:

1. Patriotic Song
2. Roll Call answered by suitable scripture, as, "Wine is a mocker, strong drink is raging, and whosoever is deceived thereby is not wise." "Know ye not that your body is the temple of the living God?" "No drunkard shall inherit the kingdom of God."
3. Scripture prayer, as: "Create within me a clean heart, oh God, and renew a right spirit within me," or "Let the words of my mouth and the meditations of my heart be acceptable in Thy sight, O Lord, my Strength and my Redeemer."
4. Story: Life of Frances E. Willard
5. Tribute to Frances E. Willard: The stars are beautiful, the varied mountain scene lends its charm, and the sunset glow rebuilds our weary thoughts,—everywhere there are thousands of enchantments calling us to look higher, to live better. But no force, gentle or bold, small or great or grandly true, has lifted our possibilities for good to a higher plane than the beautiful character and sublime activity of Frances E. Willard.—Sam A. Baker.
6. Sayings of Frances E. Willard: "The whole realm of invention, each day enlarging and constantly requiring better trained physical faculties, the clear eye, the steady hand, is putting a premium on sobriety."  
"Brains clean from alcoholic fumes and clear of all tobacco cobwebs alone can carry us to success."
7. Talk: "Frances E. Willard, the Good Citizen."
8. Talk: "What the Good Citizen Does About Alcoholic Liquors."
9. Talk: "My Favorite Hero, and Why I Would Not Like to See Him (Her) Use Alcoholic Liquors."

10. (Can be illustrated on blackboard)  
Write it o'er the auto wreck;  
Write it on the Airplane deck;  
Write upon our hearts the truth;  
Let us learn it in our youth—  
"Where there's drink there's danger."
11. Can be dramatized, illustrated on blackboard or in booklet form, by lower grades)  
If strong and healthy I would be,  
No beer nor wine, but milk for me.  
Cigarettes I will not use.  
Good health and happiness I choose.

SUGGESTION: Invite School Board and Parents.

ATTENTION: SINCE SEPT. 28, 1929 FALLS ON SATURDAY, FRANCES E. WILLARD DAY WILL BE CELEBRATED IN MISSOURI SCHOOLS FRIDAY SEPTEMBER 27, 1929.

Leaflets for use in observing Frances E. Willard Day may be secured from Mrs. Rosa M. Webb, State Director Missouri Woman's Christian Temperance Union, 4616 Tracy Avenue at 20c and 25c per hundred.

*Memorial to Frances Willard to be Presented at Indianapolis:*

One of the memorable events of the National W. C. T. U. Convention at Indianapolis this September will be the presentation and unveiling of a wonderful bronze memorial, commemorating the life and work of the immortal and beloved Frances Willard. The memorial is to be a splendid bronze tablet on which will be a bas-relief portrait of Miss Willard and a brief description. It will be the gift of white ribboners from every state and territory, and is especially interesting because the convention is held at a time which marks the fiftieth anniversary of Frances Willard's election to the presidency of the National Woman's Christian Temperance Union.

The bust is the work of Lorado Taft of Chicago, one of the famous sculptors of the world, and a personal friend of Frances Willard. He also designed the bust of Miss Willard that stands in the Hall of Fame in New York University.

The tablet will be given a prominent place in the rotunda of the capitol building. At the time of the unveiling and presentation to the state, Governor Leslie will receive it on behalf of the people, and Lorado Taft and others will speak. Fol-

lowing the ceremony children from the Sunday schools of Indianapolis will pass through the capitol to view the memorial and each will place below it a flower—a tribute of love to this greatest of women leaders.—From Union Signal, July 6, 1929.

"So well did Frances Willard serve the cause to which she had dedicated her life, and thus helped to lift her fellow beings to a higher plane of life, that Illinois chose her as one of its two representatives in the Hall of Fame in the Nation's Capitol, Washington, D. C.—the only woman whose statue has ever been placed there. "The Uncrowned Queen of America" she has well been called."

### The Revised Courses of Study

A revision of the Courses of Study for Elementary Schools has recently been made in order that materials, methods and principles relating to teaching may be brought up to date. While no radical changes have been made, there has been a rather complete revision. Some changes and points of interest to be found in the revised courses of study follow:

The book is divided into three distinct parts—Introduction, Courses of Study and Patriotic Material.

### Introduction.

The introduction contains items of interest and importance in the organization of the one-room school including:

Requirements for approved rural schools, daily program for classes and study, alternation scheme, quarterly and final examinations, school library, measuring results, classification of pupils.

### The Courses of Study.

Each course contains objectives, subject-matter by quarters, suggested methods for teaching, supplementary books for pupils and a list of books for teachers which will be helpful in teaching the course. The courses are arranged alphabetically for the convenience of the teacher in locating material.

1—*Agriculture.* A few units unimportant or impractical for elementary pupils have been omitted. A statement in the introduction to the course, p. 25, paragraph 2, explains the fact that the course is elastic. More time will be spent on those topics in which the locality is specifically interested. Other topics will be studied from the standpoint of general interest, appreciation and the relation of the topic to agriculture in its entirety.

## LET US EQUIP YOUR SCHOOLS WITH READING MATERIAL

We have given special attention to this problem and offer selected lists of books for each grade.

Books on pioneer life, nature, history, Indian life and lore, and

### THE CHILD-STORY READERS

This new series of readers compiled by the foremost experts in the country combines the proper proportions of work-type and recreational content. All the stories are new.

Write us today.

**LYONS & CARNAHAN**

221 East 20th St., Chicago, Illinois.

Mail full information regarding reading material for grades-----

Signed -----

Address -----

Official position -----

S. C. 1

## OPPORTUNITY FOR TEACHERS WITHOUT SCHOOLS.

### Represent The World Book locally.

Every week checks are going out from this office to former teachers who are merely introducing our salespeople to patrons in their community, and the sales representative demonstrates THE WORLD BOOK, takes the order and gives the ex-teacher a part of the commission.

If such an arrangement would appeal to you, write us and we shall be glad to send one of our experienced representatives to your community and we will give you the advantage of representing us in that way.

For further information, write E. C. McBride, 1020 McGee, Kansas City, Mo.



#### RECOMMENDED BY THE PUPILS READING CIRCLE BOARD PUBLICATIONS OF A. FLANAGAN CO. CHICAGO, ILL.

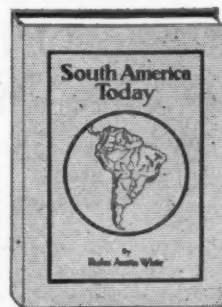
Each book is attractively and durably bound in cloth.

##### GRADES 1 and 2

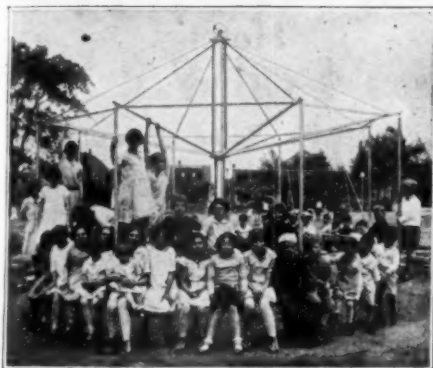
Brownie Primer, Banta .....	Really Truly Fairy Tales, Banta .....	.51
Busy Little Brownies, Banta .....	Robinson Crusoe Reader, Cowles ..	.45
Children of Mother Goose, Cowles ....	Wee Scotch Piper, Brandeis .....	.51
Cotton Tail Primer, Smith .....	<b>GRADE 5 to 8</b>	
Cotton Tail First Reader, Smith ...	Great American Industries Series	
Cotton Tails in Toyland, Smith .....	Vol. 1 Minerals, Rocheleau .....	.57
Fairies of Nine Hills, Banta .....	Vol. 2 Products of the Soil, Rocheleau ..	.57
Fireside Stories, Klingensmith .....	Vol. 3 Manufactures, Rocheleau .....	.57
Hawkeye and Hiawatha, Smith .....	Vol. 4 Transportation, Rocheleau .....	.57
Household Stories, Klingensmith .....	Vol. 5 Farm Animals and Farm Crops, Rocheleau .....	.57
Roly-Poly Book, Smith .....	Last of a Great Indian Tribe, Osman .....	.57
Three Little Cottontails, Smith .....	Boys and Girls of Colonial Days, Bailey .....	.57
Two Little Indians, Maguire .....	Boys and Girls of Discovery Days, Bailey .....	.57

##### GRADES 3 and 4

Brownies in the Greenwood, Banta .....	France and Switzerland, George .....	.57
Bunny and Bear Book, Smith .....	Hawaii and The Philippines .....	.57
Fairy Tales of Long Ago, Cowles .....	Japan and the Orient, Ainsworth .....	.57
Favorite Tales for Story Telling, Cowles ..	Mexico and Central America, George ....	.57
Forest, Field, and Stream Stories, Bailey ..	To the West Indies, Ainsworth .....	.57
Just Stories, Klingensmith .....	Little People of Japan, Miller .....	.51
Little Dutch Tulip Girl, Brandeis .....	Pranks of Two Jolly Goblins, Hood .....	.45
Little Indian Weaver, Brandeis .....	South America Today, White .....	.72
Little People of the Snow, Muller .....		
Little Swiss Wood Carver, Brandeis .....		
Little White Chief, Nida .....		



ORDER THESE BOOKS FROM E. M. CARTER, SECRETARY, COLUMBIA, MO.



## Make Playgrounds Your OBJECTIVE This Year

**W**ELL equipped playgrounds are a definite and tangible part of education — quite as important to the physical, social and moral development of the children under your care as are school room equipment and supplies to their mental progress. These two things must be inseparably linked together for a well rounded educational program.

You will find in the Louden Playground Equipment book not only the most complete line of approved playground devices, but timely suggestions, as well, for making your playgrounds a part of education. We shall be glad to send you a copy on request.

Southwestern Representatives,

The Harbison Mfg. Co.,

Kansas City, Mo.

**Louden Playground Equipment**

112 Broadway : OTTAWA, ILLINOIS



2—*Arithmetic*. There are no changes except a revision of the bibliography and the addition of a unit in the study of the metric system of measurement.

3—*Art*. There are no changes in this course except a revision of the lists of pictures for picture study. This revision was made in order that each group might be obtained for use year by year. All of the pictures now listed can be secured from E. M. Carter, Secretary of the State Teachers Association.

4—*Elementary Science*. The outline for study of this subject has been omitted. The list of pupils' references has been revised.

5—*English*. The course is more comprehensive than previously. More methods and suggestions for teaching are given. The poems and stories suggested for study by grades have been as carefully chosen as possible.

6—*Health*. Duplications have been removed. The work for each year has been organized on a problem basis. Work in safety education, additional activities, projects, charts, etc., have been added.

7—*Music*. A section concerned with music appreciation has been added. A list of 48 music records for study over a period of six years is suggested. (Eight selections should be studied each year). The plan is similar to the plan for picture study in the Art course.

8—*Reading*. The reading course has been completely revised but there are no radical changes. Among other changes, the selections for outside reading have been revised. At least two selections per quarter listed in the 1927 course were retained that poor districts would not be overburdened with the expense of buying too many new books.

The books selected by quarters were chosen on the following bases:

Appearance in studies of children's interests in reading.

Vocabulary difficulty (most of the books listed were checked by Thorndike's Teacher Work Book).

Adaptability to individual differences. (Some very easy, some more difficult books for grade listed each quarter. Books appealing to a variety of interests were chosen.)

Recency of Publication. Many of the newer books were added.

More comprehensive methods and suggestions in intermediate and upper grade reading are included.

The bulletin on Remedial Measures in Reading is incorporated in the reading course. Regulations concerning the State Pupils' Reading Circle are included.

To avoid duplication, books are listed in reading course, poems and stories in the English course.

9—*Social Studies*. History. There is no change in third, fourth, fifth and sixth grade history except a revision of suggested references. Seventh year history begins with a short study of the influence of geography on the history of man. The work of the grade is concerned with a study of old world background including the period of discovery in America. A study of American history is outlined for the eighth year.

Geography. Geography is completed in the seventh grade. The work for the fifth year is a study of North America; for the sixth year, Fundamentals of Geography, Central America, South America, Missouri geography and history; for the seventh year, Europe, Asia, Africa and Australia.

Civics. A half-year course in civics for the eighth year has been added as a direct result of a request from county superintendents, teachers and others. It is suggested that the course be extended throughout the year, reciting three times per week. In the daily program it takes the place of the half-year course in geography in the 1927 course. Civics as outlined is an elementary course in civil government emphasizing principles of local, state and national government which eighth grade pupils need to know. It begins with the home as a form of government and ends with the nation. Good citizenship is stressed, but a serious attempt has been made to avoid duplications in the course in citizenship as outlined for the ninth grade in high school.

10—*Spelling*. No change has been made in the spelling course.

11—*Writing*. There is no change. Attention is called to the minimum essentials in this Course.

## Maryland and Missouri Hotels

*Both Under Same Management*

*Centrally Located*

*In Heart*

*Of*

*St. Louis*

**ABSOLUTELY FIREPROOF**

Every Room With Private or  
Connecting Bath

**SPECIAL RATES**

**For**

**Missouri State Teachers'  
Convention**

### ROOMS WITHOUT BATH,

Single .....\$1.50 and \$2.00  
Double .....\$2.50 and \$3.00

### ROOMS WITH BATH,

Single .....\$2.00 and \$2.50  
Double .....\$3.00 and \$4.00

While attending the Missouri State Teachers' Convention, make your home at either hotel. Same rates apply to both hotels.

*We Extend You a  
Special Invitation.*

# Teachers

## Who Need Money

### After Vacation

If you are one of the thousands who spent more money during your vacation than you anticipated, don't let it worry you. Our after-vacation financial service for those in academic work will aid you in meeting your obligations.

**We'll Advance You**  
**\$100 \$200 \$300**  
**or Other Amounts**  
**TODAY**

No delay. The fact that you are engaged in the teaching profession makes your credit good with us. We require no endorsers—no collateral. Your own signature is sufficient.

If you can use an extra \$100—\$200—\$300, call at the nearest Household office and take advantage of our low rate—

**2½% Per Month**

You may take as many as twenty months to repay—each payment on principal reduces interest cost.

*Call, Phone or Write Nearest Office.*

## Household Finance Corporation



### MISSOURI OFFICES

St. Louis, 705 Olive Street, 305-307 Central National Bank Building  
 Kansas City, 1003 Walnut Street, 307 Bonfils Building  
 St. Joseph, Cor. 6th and Francis Streets, 400-401 Tootle Building

*Loans made within 50-mile radius of nearest office*

**Announcing . . .**

## A NEW SERIES of WORK BOOKS

*in*

**Arithmetic,  
Algebra, and  
Plane Geometry**

Containing an abundance of Drill  
and Test Material for every  
day, ready for the pupil  
to use

***An outstanding series of  
workbooks at a price  
every boy and girl can  
afford to pay . . . .***

In this series of drill books, an abundance of drill and test material has been carefully prepared and carefully graded ready for the pupil's use. There is drill material for every school day in the year and on every subject taught in arithmetic, algebra, and plane geometry. Each book has an index to enable teachers to turn immediately to the drill material wanted. Score cards, answer books, and manuals have been prepared.

The books are priced so low that it is less expense to the pupil to use them than to purchase paper necessary to do the drill work that must be done if the subject is taught thoroughly.

Standardize your work in arithmetic, algebra, and plane geometry by using these drill books.

### The Series—Tablet Form

#### STANDARD ARITHMETIC DRILLS AND TESTS.

For grades two, three, four, five, six, seven, and eight. Each book contains 128 pages; size 7 by 10. Mailing price 25c each.

#### PRACTICE EXERCISES IN ALGEBRA.

96 pages; size 7 by 10. Mailing price 30c each.

#### PRACTICE EXERCISES IN PLANE GEOMETRY.

72 pages; size 8½ by 11. Mailing price 35c each.

Send mailing price for copies, or write  
for information concerning the series.

### WEBSTER PUBLISHING CO.

1808 Washington Avenue  
St. Louis, Mo.

## The Annual Apportionment of State Money

The state distributed more money to the public schools this year than in any previous year. This is largely due to the increase in inheritance tax. The total amount was \$4,680,596.26. Every district will receive slightly more than a cent a day for attendance against slightly more than six mills last year.

Rural schools received \$396,406. There are approximately 1,800 districts receiving such special support.

High schools received \$93,312.

County.	Total amount apportioned.
Adair .....	\$27,827.69
Andrew .....	13,419.69
Atchison .....	14,625.03
Audrain .....	17,013.92
Barry .....	87,733.42
Barton .....	22,383.02
Bates .....	23,066.76
Benton .....	20,115.07
Bollinger .....	25,798.02
Boone .....	30,137.65
Buchanan .....	78,518.70
Butler .....	60,640.72
Caldwell .....	14,203.50
Callaway .....	16,845.17
Camden .....	32,537.76
Cape Girardeau .....	39,612.22
Carroll .....	17,232.25
Carter .....	16,842.03
Cass .....	22,271.71
Cedar .....	19,451.69
Chariton .....	20,383.82
Christian .....	50,780.16
Clark .....	11,833.78
Clay .....	27,436.34
Clinton .....	13,851.52
Cole .....	19,164.05
Cooper .....	17,243.52
Crawford .....	36,474.19
Dade .....	18,884.42
Dallas .....	34,093.13
Daviess .....	16,209.03
DeKalb .....	12,405.93
Dent .....	30,272.14
Douglas .....	45,066.02
Franklin .....	106,588.84
Franklin .....	31,628.10
Gasconade .....	11,878.63

Gentry .....	14,453.10
Greene .....	83,493.98
Grundy .....	17,677.91
Harrison .....	19,190.60
Henry .....	23,808.98
Hickory .....	14,578.39
Holt .....	14,734.48
Howard .....	10,275.38
Howell .....	49,455.25
Iron .....	27,396.03
Jackson .....	381,177.51
Jasper .....	104,530.31
Jefferson .....	23,340.75
Johnson .....	20,972.12
Knox .....	11,799.73
Laclede .....	30,059.36
Lafayette .....	23,259.63
Lawrence .....	43,025.31
Lewis .....	12,784.47
Lincoln .....	14,205.79
Linn .....	22,240.18
Livingston .....	18,712.23
McDonald .....	61,767.69
Macon .....	26,817.67
Madison .....	27,129.39
Maries .....	16,807.55
Marion .....	25,863.28
Mercer .....	8,285.42
Miller .....	21,487.82
Mississippi .....	27,063.32
Moniteau .....	14,071.80
Monroe .....	14,649.52
Montgomery .....	15,158.04
Morgan .....	17,421.43
New Madrid .....	110,685.82
Newton .....	67,455.35
Nodaway .....	30,631.55
Oregon .....	50,254.57
Osage .....	8,214.52

Consolidated districts received \$965,411.

So-called Job schools received \$179,326.

The teacher quota was \$1,763,175 and the amount apportioned for each day attended was .010528588 as compared with .006711552 last year. The teacher quota last year was \$1,753,600.

Various sums not mentioned here were allowed for schools for defectives and schools attended by orphans.

The amount received by each county is:

Ozark .....	37,721.36
Pemiscot .....	94,574.17
Perry .....	11,322.69
Pettis .....	32,577.87
Phelps .....	40,262.18
Pike .....	17,414.53
Platte .....	12,796.16
Polk .....	37,483.01
Pulaski .....	36,718.03
Putnam .....	15,925.68
Ralls .....	9,292.84
Randolph .....	31,661.65
Ray .....	22,506.71
Reynolds .....	34,853.15
Ripley .....	42,685.79
St. Charles .....	10,526.89
St. Clair .....	19,315.80
St. Francois .....	51,326.45
Ste. Genevieve .....	6,135.45
St. Louis .....	150,225.28
Saline .....	26,738.95
Schuyler .....	12,484.63
Scotland .....	9,345.56
Scott .....	66,233.59
Shannon .....	54,155.45
Shelby .....	13,086.84
Stoddard .....	72,618.69
Stone .....	45,421.88
Sullivan .....	19,627.18
Taney .....	36,929.16
Texas .....	77,913.31
Vernon .....	26,275.68
Warren .....	6,650.48
Washington .....	39,491.86
Wayne .....	46,975.92
Webster .....	40,634.05
Worth .....	7,811.38
Wright .....	41,516.19

## Better Education for Negro Children

In order to promote better school facilities for Negro children, the last legislature appropriated \$10,000 for the use of this Department to use in connection with the which for the first time will be used in the state.

For the first time will be used in the state.

Missouri is the fifteenth state to secure these funds and arrangements have been made to secure the funds for four years.

The purposes for which the funds will be used are:

*Jeannes Fund*—This fund is to be used to pay the salaries of trained county supervisors of Negro rural schools. There will be four such supervisors. Pemiscot, New Madrid, Scott and Mississippi counties, where most of the Negro children live in rural Missouri, will be the field for their work.

**Slater Fund**—This fund will be used to develop four-year high schools for Negro children where there are no such schools. The fund serves as teacher-aid.

**Rosenwald Fund**—This fund will supply 50 per cent of cost of transportation of Negro children when transportation is more economical than maintaining a teacher. Next year 33½ per cent of the cost will be furnished and 25 per cent of the cost the following year.

From \$200 to \$250 per room will be provided from this fund for rural school houses for two or more teachers. No provision is made for aiding in building a one-room school.

Provided a board buys \$120.00 worth of library books at wholesale price, this fund will pay one-third the cost of the books.

A term extension is provided whereby this fund will pay half of a teacher's salary two or three months. The term must be at least six months and the same aid will be provided for eight or nine months if the board wants such a length of term. The teacher's salary must be at least \$50.00 a month to get this aid.

Money for building shops and industrial rooms apart from the school house may be had on the same basis as for school buildings.

Blue prints and specifications of the various types of school houses may be had from the Department upon request.

The amount of the funds distributed to any state depends upon the needs of the state.

### Scholarships and Tuition for Negro Students.

Quite a significant step for higher education for Negroes is represented by an appropriation of \$15,000.00 made by the last legislature to be used in paying the tuition of Negro students to standard colleges or universities provided these students are pursuing courses in the college not offered at Lincoln University and which are being offered at the University of Missouri.

A part of this fund also is to be used to provide high school scholarships for Negro students at Lincoln University. Before a student can secure such a scholarship he or she must have completed the eighth grade, live in a district where high school facilities are not provided and which does not provide a high school for white children.



Actual Size  
9 x 12 inches

**Success**  
= **in**  
**teaching**

**Begin Your School Year Right!**

ORDER NOW YOUR OWN MAGAZINE

## The Grade Teacher

The Professional Magazine for Classroom Teachers of All Grades

Combining those Old Favorite Teachers' Magazines

Primary Education — Popular Educator

FLORENCE HALE, Editor

Are you a Grade or Rural school teacher? If so, this is by far the most helpful and practical magazine for YOU! The Editor, Florence Hale, now a State Supervisor of Elementary Education, has taught all the grades, and was, for eleven years, Director of Teacher Training in a State Normal School. She knows all your problems and can help you meet them.

### MOST PRACTICAL and USABLE

Miss Hale selects only practical, usable articles and illustrations of the kind that classroom teachers are actually asking for: Programs, Projects, Methods, Plays, Poems, Seatwork, and other Material for all the grade groupings — Primary, Intermediate, and Grammar — with special articles for ungraded schools. The contributors are well-known specialists on such up-to-date subjects as Health and Safety Education, Visual Instruction, Radio, Music, Physical Training, Citizenship, Auditorium Work, Seatwork, etc.

**PICTURES AND POSTER WORK** — Each issue has a new Poster Cover Design in color, full-page Calendar, from 3 to 6 full-page seasonal Posters, with complete instructions for cutting out, making up, coloring, and mounting on construction paper; besides many full-page Drawings for Blackboard and Window Decoration, Construction Work, Seatwork, etc., with detailed directions for their use.

**PICTURE STUDY** — A full-page, half-tone reproduction of some famous painting, for display to pupils, selected from current courses of study, is given each month, and forty Miniature Reproductions for pupils' individual use, besides a Story of the Picture, a Story of the Artist, and complete directions for Free Expression, Directed Observation, and Things To Do, by Prof. W. Linwood Chase, of Boston University, after methods used at the famous Horace Mann School. This is the best Picture Study to be found anywhere.

**PROGRAMS AND AUDITORIUM WORK** — Every month there are many pages of Plays, Poems, Stories, Recitations, Music, and Exercises; also an abundance of Seasonal Programs for Holidays and other special occasions. In addition are many special Articles and Features of definite help to teachers in daily classroom work. The entire contents are pedagogically sound and up-to-date.

The Grade Teacher Subscription price \$2.00 per year.

Special price with Reader's Digest (\$3.00 per year) — both for \$3.75.

### A New Portfolio of Masterpieces in Art

Price One Dollar

Super-fine Art Prints of famous Masterpieces done in Duo-tone on India Plate paper, 9½ x 12½ inches. Specially selected and provided with full detailed "Suggestions for Picture Study" by Professor W. Linwood Chase, of Boston University, School of Education. Dr. Chase is the foremost authority in America on this subject and his suggestions will be exceedingly helpful in connection with your picture study lessons.

### \$2.25 AND THIS COUPON

WILL BRING YOU  
THE GRADE TEACHER . . . . . \$2.00 } BOTH \$2.25  
PORTFOLIO OF MASTERPIECES . \$1.00 } FOR

#### MAIL THIS ORDER FORM TODAY

EDUCATIONAL PUBLISHING CORPORATION,  
54 Clayton Street (Dorchester Station),  
Boston, Mass.

I enclose \$2.25 for which send me your Magazine and \*Portfolio of Masterpieces  
If money is NOT enclosed I promise to pay on or before October 15, 1929.

Name .....

Address .....

\*Cross off if you do not wish the Portfolio.  
If you desire Reader's Digest add \$1.75 (regular price \$3.00) to above amount and check here ☐ MO



## High School Division

In order that superintendents and principals may know who their High School Supervisors will be, there is given below a list of the Supervisors with the counties each will visit during the year. School officials are urged to call on these men for any assistance required. The list follows:

### MR. WILLIS

Adair, Clark, Knox, Lewis, Lincoln, Macon, Marion, Monroe, Pike, Putnam, Ralls, Randolph, Schuyler, Shelby, Sullivan, Scotland.

### MR. LEMASTERS

Benton, Camden, Cole, Cooper, Dallas, Hickory, Iacleda, Maries, Miller, Moniteau, Morgan, Pettis, Phelps, Pulaski, Saline.

### MR. ELY

Barry, Barton, Christian, Dade, Douglas, Greene, Jasper, Lawrence, McDonald, Newton, Ozark, Polk, Stone, Taney, Texas, Webster, Wright.

### MR. SALSBUARY

Carroll, Cedar, Clay, Henry, Johnson, Lafayette, Platte, Ray, St. Clair.

### MR. DILLON

Audrain, Bates, Boone, Callaway, Cass, Chariton, Crawford, Dent, Franklin, Gasconade, Howard, Jackson, Linn, Montgomery, Osage, Vernon, Warren, Washington.

### MR. MYERS

Andrew, Atchison, Buchanan, Caldwell, Clinton, Daviess, DeKalb, Gentry, Grundy, Harrison, Holt, Livingston, Mercer, Nodaway, Worth.

### MR. HARPER

Bollinger, Butler, Cape Girardeau, Carter, Dunklin, Howell, Iron, Madison, Mississippi, New Madrid, Oregon, Pemiscot, Perry, Reynolds, Ripley, Scott, Shannon, Stoddard, Wayne.

### MR. KITCH

Jefferson, St. Charles, St. Francois, St. Genevieve, St. Louis.

## CONFERENCES OF SUPERINTENDENTS AND PRINCIPALS

Conferences with superintendents and principals will be held throughout the state during the months of September and October. The purposes of these conferences are first, to correct any mistakes in courses, teachers' qualifications, and organization early in the year, and secondly to discuss such professional subjects as may be of general and specific interest to the superintendents and principals. The dates and places for conferences are given herein, together with the High School Supervisor who will be in charge. Every Superintendent and Principal is urged to attend one of the conferences. They should attend some conference which is in charge of the High School Supervisor who will visit their respective schools. The dates follow, and the hour for each is 2:00 P. M.

Place	Date	Supervisor in Charge
Milan	Sept. 11	Clyde Willis
Huntsville	Sept. 12	Clyde Willis
LaBelle	Sept. 17	Clyde Willis
Memphis	Sept. 18	Clyde Willis
Kirksville	Sept. 19	Clyde Willis
Bowling Green	Sept. 23	Clyde Willis

## ANNOUNCING THE COMPLETION

of the

## Nature Study-Health Education Series of Texts and Workbooks

by

Alice Jean Patterson

A series of books for grades one through the Junior High School fitted to meet the interests and exacting requirements of children in the elementary schools. Book 1 for grades one and two is for teachers' use only.

The texts and workbooks for grades three to six inclusive are designed to be placed in the hands of the pupils. The workbooks contain questions, exercises, and blank pages to be filled with answers and pictures. The texts furnish subject matter for use in these workbooks.

SCIENCE FOR THE JUNIOR HIGH SCHOOL is the final book of this series. It provides fundamental facts of science clearly and forcefully presented. This book, which is richly illustrated, contains a large number of exercises furnishing work in science needed by children of junior high school age.

Write us for further information.

**McKNIGHT AND McKNIGHT,**  
Publishers  
Normal, Illinois



# DRAPER

ADJUSTABLE

## Window Shades

**WITH** nearly a quarter century of school shade manufacturing experience behind it—The Luther O. Draper Shade Company has specialized in giving school boards shades particularly adaptable for schoolroom use. Hygienic features insure positive control of ventilation and the prevention of all glare and resulting eye strain. Excellence of workmanship makes certain longer life. A profitable investment—in thousands of America's finest schools. For illustrated catalog address

**Dept. U.**

**LUTHER O. DRAPER  
SHADE COMPANY**

Spiceland Ind.



Hannibal	Sept. 24	Clyde Willis
Shelbina	Sept. 25	Clyde Willis
Macon	Sept. 26	Clyde Willis
Marshall	Sept. 12	E. M. Lemasters
Sedalia	Sept. 13	E. M. Lemasters
Bunceton	Sept. 16	E. M. Lemasters
Versailles	Sept. 17	E. M. Lemasters
Warsaw	Sept. 18	E. M. Lemasters
Hermitage	Sept. 19	E. M. Lemasters
Linn Creek	Sept. 20	E. M. Lemasters
Lebanon	Sept. 23	E. M. Lemasters
Waynesville	Sept. 24	E. M. Lemasters
Rolla	Sept. 25	E. M. Lemasters
Tuscumbia	Sept. 26	E. M. Lemasters
Vienna	Sept. 27	E. M. Lemasters
Jefferson City	Sept. 30	E. M. Lemasters
Clayton	Oct. 2	C. A. Kitch
Farmington	Oct. 3	C. A. Kitch
Owensville	Sept. 11	W. G. Dillon
Steelville	Sept. 12	W. G. Dillon
Marceline	Sept. 16	W. G. Dillon
Columbia	Sept. 17	W. G. Dillon
Montgomery		
City	Sept. 18	W. G. Dillon
Lees Summit	Sept. 23	W. G. Dillon
Nevada	Sept. 24	W. G. Dillon
Warrensburg	Aug. 31	H. J. Salsbury
Stockton	Sept. 5	H. J. Salsbury
Osceola	Sept. 6	H. J. Salsbury
Richmond	Sept. 9	H. J. Salsbury
Liberty	Sept. 10	H. J. Salsbury
Platte City	Sept. 11	H. J. Salsbury
Carrollton	Sept. 12	H. J. Salsbury
Lexington	Sept. 13	H. J. Salsbury
Clinton	Sept. 16	H. J. Salsbury
Van Buren	Sept. 3	R. A. Harper
Centerville	Sept. 4	R. A. Harper
Fredericktown	Sept. 5	R. A. Harper
Marble Hill	Sept. 6	R. A. Harper
Greenville	Sept. 7	R. A. Harper
New Madrid	Sept. 10	R. A. Harper
Kennett	Sept. 11	R. A. Harper
Caruthersville	Sept. 12	R. A. Harper
Charleston	Sept. 13	R. A. Harper
Doniphan	Sept. 23	R. A. Harper
Alton	Sept. 24	R. A. Harper
West Plains	Sept. 25	R. A. Harper
Eminence	Sept. 26	R. A. Harper
Ironton	Sept. 27	R. A. Harper
Poplar Bluff	Sept. 30	R. A. Harper
Bloomfield	Oct. 1	R. A. Harper
Benton	Oct. 2	R. A. Harper
Jackson	Oct. 3	R. A. Harper
Perryville	Oct. 4	R. A. Harper
Carthage	Sept. 17	G. G. Ely
Neosho	Sept. 18	G. G. Ely
Monett	Sept. 19	G. G. Ely
Ozark	Sept. 24	G. G. Ely
Ava	Sept. 25	G. G. Ely
Mountain Grove	Sept. 26	G. G. Ely
Springfield	Sept. 27	G. G. Ely
Fairfax	Sept. 10	Chas. Myers
Maryville	Sept. 11	Chas. Myers
King City	Sept. 12	Chas. Myers
St. Joseph	Sept. 17	Chas. Myers
Bethany	Sept. 18	Chas. Myers
Gallatin	Sept. 19	Chas. Myers
Trenton	Sept. 20	Chas. Myers

The following subjects, together with any other subjects of specific interest to the various groups, will be discussed:

## THE GENTRY CHARACTER BOOKS

for the

Fourth, Fifth, and Sixth Grades

List Price \$0.36 each

## UNIQUE WORKBOOKS

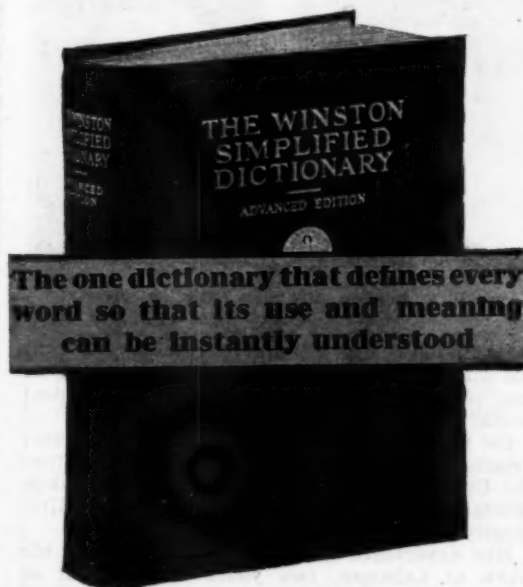
These are readers and workbooks in one. The reading consists of stories of powerful interest value. Each lesson ends with a partly filled page which the pupil completes according to his own desire and decision, thus providing activity for character development "by doing."

Published late this spring, thousands of copies have already been ordered by Minneapolis, Chicago, and hundreds of smaller systems. The second edition is now available for your order.

D. C. HEATH AND COMPANY

1815 Prairie Ave.

Chicago, Illinois



Advanced Edition ..... \$2.64      With Index ..... \$2.88  
Intermediate Ed. .... 1.20      Primary Ed. .... .60  
Prices subject to school discount

Illustrated literature upon request

THE JOHN C. WINSTON COMPANY  
WINSTON BUILDING, PHILADELPHIA

Chicago      Atlanta      San Francisco      Dallas

WINSTON FOR TEXTBOOKS

The Small High Schools, School Publicity, Financial Accounting, Professional Faculty Meetings, Supervised Study, Objective Testing, Organization of the High School, Improvement of Instruction, Sanitation of School Plant, Major Functions of Supervision, Well Balanced Courses of Study, Requirements of State Department of Education.

Every superintendent and principal is earnestly urged to be present and participate in these conferences. Give considerable thought to the subjects listed. An exchange of ideas will be valuable to all.

These conferences are in harmony with policies of the State Department of Education to correct mistakes in administration early in the year and to lend every encouragement to good administration and supervision.

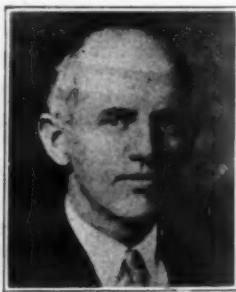
J. R. SCARBOROUGH  
Director High School Supervision

## New Workers in State Department of Education.

Henry E. Detherage who has assumed his work as Director of Physical Education for the State Department comes to this new work



Henry E. Detherage



Geo. B. John

from seven years of service as principal of the high school at Lebanon, Missouri where he has made an outstanding record in physical education.

He is a graduate of the Southwest Missouri Teachers College and has his M. A. Degree from the University of Missouri. He has also taken special work in physical education at the University of Illinois.

His experience includes, in addition to his work at Lebanon, two years as principal of the high school at Aurora, principal of high school at Lockwood and teaching in the rural schools of his native county, Laclede.

Mr. George B. John who is now serving as State Rural School Inspector for the State Department of Education was for eight years

## THE NEW WIDE AWAKE READERS

By CLARA MURRAY

*Copiously illustrated throughout*

The first three books have all pictures in color. Colored pictures appear also in all the other books in the series.

Three essentials have been carefully observed:

**Child Interest Careful and Even Grading  
Abundance of Reading Matter**

Whether or not you knew the old Wide Awake Readers you ought to become acquainted with the New Wide Awake Readers.

The New Wide Awake Junior,	65 cents
The New Wide Awake Primer,	65 cents
The New Wide Awake First Reader	70 cents
The New Wide Awake Second Reader	70 cents
The New Wide Awake Third Reader,	75 cents
The New Wide Awake Fourth Reader,	85 cents

**LITTLE, BROWN AND COMPANY**

34 Beacon St., Boston 221 East 20th St., Chicago

## NOW READY Silent-Reading SEATWORK PAD for Elson Reader, Book III

Similar in construction  
and purpose to the  
widely-used Seatwork Pads for

**Elson Hand-Chart and Primer  
Elson Book I  
Elson Book II**

*List price for each pad, 40c*

Sample pages and other detailed information gladly sent on request.

**SCOTT, FORESMAN AND CO.**

*Builders of Educational Programs*

623 South Wabash Avenue

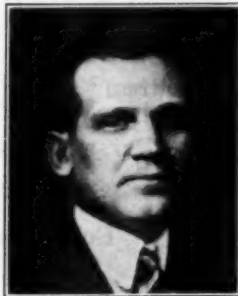
CHICAGO

County Superintendent of Schools of Maries County and previous to that had taught for ten years in the schools of Maries and Phelps Counties. He saw overseas service in the World War and the past two years he has been a student at the University of Missouri from which he recently graduated. He is a native of Maries County.

Mr. C. A. Kitch has recently assumed the Directorship of the Teacher Training work for the State Department of Education. Mr. Kitch served for the past three years as Superintendent of Schools at King City, Missouri and for the five years preceding was in charge of the schools at McFall.



C. A. Kitch



G. G. Ely

Mr. Kitch has a B. S. Degree from the Northeast Missouri State Teachers College and a Master's Degree from the Teachers College, Columbia University, New York City from which institution he also holds a superintendent's diploma.

The work he has done in his ten years of experience in the small high schools of the state has been of such a character as to indicate his ability to render valuable service to the state in his new position.

Mr. G. G. Ely received his appointment as High School Inspector for the Southwest Missouri District in April, 1929 coming into this work from the principalship of Jarrett Junior High School at Springfield, Missouri. Mr. Ely had also served as principal of the high school at Quapaw, Oklahoma and as Superintendent of Schools at Billings and Clever, Missouri.

He has a degree from Southwest Missouri State Teachers College and has done graduate work in the University of Colorado and in the University of Missouri.

Mr. Ely has been actively interested in teacher's organization work, having served as president of the Southwest Mo. Teachers Association in 1927. He is also a member of the executive committee S. T. C. Alumni Association.

He lives at 1310 Kingsbarde Apartments, Springfield, Missouri.

## SMITH PLAN BOOK

Prepared by

TOM W. SMITH, *Superintendent*

Quawpaw, Oklahoma

LOOSE LEAF

Proved by use to be

HANDY AND COMPLETE

Sample sheets have been mailed to all Superintendents.

THE McCORMICK-MATHERS CO.

Wichita, Kansas

A new and most successful course in Reading—

## NEWSON READERS

BRYCE - HARDY - TURPIN

The Primer - Playtime  
Book One - Good Times  
Book Two - The Open Door  
Book Three - Storyland  
Book Four - Book Friends

BOOKS FIVE AND SIX just off the press.

Practical and attractive Accessory Materials, excellent Teachers' Manuals and correlated recreatory reading units, as

### LITTLE FOLK'S LIBRARY

First Series, for grades 1 and 2  
Second Series, for grades 2 and 3  
Postpaid \$2.00 per set.

Twelve delightful little books in each set. Interesting descriptive literature of our new and outstanding reading material will be sent upon request.

NEWSON AND COMPANY  
2500 Prairie Avenue Chicago

Mr. E. M. Lemasters assumed his duties as High School Supervisor for the State Department of Education August 1, and will have his headquarters in Jefferson City. He comes from the superintendency at Odessa in which position he has served for the past three years, having been promoted to the superintendency from the high school principalship of the same school. Mr. Lemasters has also worked in the



E. M. Lemasters



Clyde Willis

capacity of principal of the elementary school in Kirksville, Superintendent of Schools at Greentop, and elementary principal at Bolivar, besides four years of experience in the rural schools of Pike County. He also saw service in the World War.

He was educated in the rural schools of Montgomery and Pike Counties and graduated from the Middletown School of Montgomery County, receiving his B. S. Degree from the Northeast Missouri State Teachers College and his Master's Degree from the University of Missouri.

Mr. Clyde Willis who recently became High School Supervisor for the Northeast territory has had three years of experience as a rural teacher, served two years as Superintendent of Schools at Worthington, was for three years connected with the demonstration junior high school at Kirksville in cooperation with the teacher, served two years as superintendent and principal of the demonstration junior high school and as Superintendent of Schools at Novinger.

He has a B. S. Degree in Education from Kirksville and an M. A. Degree from the University of Missouri. He is a member of the Phi Delta Kappa, Phi Sigma Epsilon and Blue Key fraternities.

Mr. R. A. Harper who for the past several years has been Superintendent of Schools at Piedmont is at work in his new position as High School Supervisor for Southeast Missouri. Mr. Harper is a native of Stoddard County, this State, a graduate of the Bloomfield high school, has received his B. S. Degree in Education from Cape Girardeau Teachers College and completed three summers of work on his A. M. Degree in the University of Missouri.

## STEPHENS COLLEGE

A JUNIOR COLLEGE FOR WOMEN

COLUMBIA, MISSOURI

Offers thorough instruction in the usual academic subjects and highly specialized courses in the Conservatory of Music, the Departments of Speech and Dramatic Art, Physical Education, and Art.

For information and publications address

PRESIDENT JAMES M. WOOD

STEPHENS COLLEGE

COLUMBIA, MISSOURI

*St. Louis' Most Quiet  
and Refined*

## HOTEL WARWICK

15th & Locust Sts.

200 rooms. 200 baths.

Circulating Ice Water.

Free electric fan in each room.

Rates \$1.25 each person where two or more persons occupy room, and \$1.75 per day where single rooms are chosen. Excellent popular price cafe in connection.

C. C. SWINNEY, Sec'y & Mgr.

His teaching experience which furnishes an excellent background for his present position includes rural and high school teaching in Stoddard County, principalship of the high school



R. A. Harper

at Esther and four years as Superintendent of Schools at Greenfield and Piedmont.

Mr. Harper's present address is Piedmont, Missouri.



Chas. Myers

Mr. Charles Myers is the new supervisor for High Schools in the Northwest Missouri District. For the past four years he has had charge of the schools at Hamilton. He brings to his work an extensive educational experience and a good background of training. He is a native of the territory he serves having been born in Mercer County. He has spent his entire life in this section of the State. His work as an educator includes rural school teaching, elementary grade teaching, high school teaching and the superintendencies of several town schools including Union Star, Jamesport, Mercer and Hamilton. He has for many years been active in teacher association activities. At the present time he is a member of the Executive Committee of the Northwest Association and has served as its Treasurer and as its President.

Mr. Myers is a graduate of the Teachers College at Maryville and received his Master's Degree from the University of Missouri last August.

#### HOME DEMONSTRATION AGENT

The United States Civil Service Commission announces the following open competitive examination:

Applications for home demonstration agent must be on file with the Civil Service Commission at Washington, D. C., not later than October 8.

#### National Meeting of Compulsory Education Officials in Kansas City.

The 19th annual convention, of the National League of Compulsory Education Officials, will be held at Kansas City, Mo., October 21-25, 1929.

## SPECIAL PLAYGROUND SET!

BASEBALL  
VOLLEYBALL



99¢

No R-S5  
Missouri Set

*This Set Meets the Requirements of the Missouri State Department of Education.*

Every item in this set is high-grade, well made, and durable. Enough equipment to keep everybody playing and happy, boys and girls alike.

#### SET CONSISTS OF

One Genuine Horsehide, Twelve-piece Volleyball  
One 27 x 3-ft. Volleyball Net  
Two 14-inch Horsehide Playground Balls  
Two Official Bats, Two Youth's Bats

**Combination Price \$9.95**

**UNIVERSITY PUBLISHING CO.**

SUPERIOR SCHOOL SUPPLY CO.  
2422 Broadway, Kansas City 1126 Q St., Lincoln

## SCHOOL FURNITURE AND SUPPLIES

at Buxton & Skinner

*Write for  
Catalog  
and Prices.*

PUPILS AND TEACHERS DESKS  
STURDY TABLET ARM CHAIRS  
KINDERGARTEN EQUIPMENT  
PENMANSHIP, DRAWING,  
POSTER, AND CONSTRUCTION  
PAPERS, BLACKBOARDS, CRAY-  
ONS, ERASERS, MAPS, GLOBES,  
JANITOR SUPPLIES.

SCHOOL SUPPLY DEPARTMENT

**BUXTON & SKINNER**

Printing and Stationery Co.

306-308 North Fourth St., St. Louis, Mo.

Superintendents of schools, attendance and probation officers, parents, teachers, social workers and all other persons, interested in child welfare, are most cordially invited to attend this important conference.

The program includes speakers, of National renown, who are experts in their line, and who can not fail to make attendance at this convention quite worth while.

Missouri, being the "Show Me" State, should defend her title by being present in large numbers.

Let every attendance officer, in the state, make a very special effort to attend.

Muehlebach Hotel will be convention headquarters.

Make your reservations early.

Mattie Ryan,

Publicity Secretary.

Missouri Author Has Sixth Book Off Press.

Professor J. H. Gehrs, well known teacher of Agriculture in the Southeast Missouri Teachers College, is the author of a book entitled Agricultural Nature Study. Professor Gehrs' books, and this is his sixth, have enjoyed a wide popularity as texts in the agri-



J. H. Gehrs

Principles of Agriculture came from the press and was not less in demand than had been his previous works. His two later books, appearing in 1922 and 1924 respectively, were "Livestock and Farm Mechanics" and "Soils and Crops" Professor Gehrs has devoted his life to the problems of teaching agriculture. His extensive training, his keen sense of the teaching needs of rural boys and girls, his indefatigable devotion to his chosen field backed up by his life as a boy on a Missouri farm and as a rural teacher has made possible the production of so many helpful books by him.

cultural field. His first venture, published in 1915, was One Hundred Exercises in Agriculture, a manual of practical work which became immediately popular. Productive Agriculture was his next production, this was an elementary textbook which met a wide need and attained at once a leading place among the books of its class.

## TEACHERS' LOANS



at the interest rate of  
2½% per month.

*Borrow by  
Mail.*

Thousands of teachers have used State Finance Service to pay vacation bills, buy new clothes, etc. Borrow from \$30 to \$300 on your own signature. Take the entire school year to repay it. If you need funds—write for complete details NOW.

State Finance Company,

201 Lathrop Bldg., Kansas City, Mo.

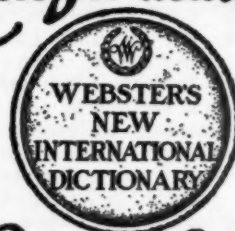
Please send me FREE complete information on your special Teachers' Loan Plan.

Name .....

Address .....

City .....

*Thousands of  
Successful Teachers  
use*



*"The Supreme Authority"*

To get accurate, encyclopedic, up-to-date information of all kinds that is of vital use and interest in the schoolroom.

A wise school superintendent has said: "I have never yet seen a person, whether pupil or teacher, who was accustomed to the frequent use of the dictionary who was not at the same time a good or superior all-round scholar." A better test than this of the value of dictionary work could not be found.

The New International is constantly revised and improved to keep abreast of modern needs and information. 452,000 Entries, including thousands of New Words. 6000 Illustrations. 2,700 Pages.

Write for Helps in Teaching the Dictionary, FREE.

**G. & C. MERRIAM CO.**  
Springfield, Massachusetts

At the present time he and his family are at work in the University of Minnesota where they will remain until January, after which time he will resume his work in the Teachers College at Cape Girardeau.

## New Faculty Members at William Woods College

**W**ILLIAM WOODS College at Fulton, Missouri begins the school year with six new faculty members:

Miss Ethel K. Boyce is to be dean of the faculty and head of the department of English. She comes from St. Mary's College at Dallas, where she was head of the academic department and teacher of English.



Miss Ethel K. Boyce

Miss Boyce succeeds as dean Miss Elnora Winfrey who has resigned to accept a position with the Teachers College at Maryville.

Miss Ruth Keith is the new head of the department of education. Miss Keith is a resident of Columbia, Missouri, a graduate of the University of Missouri, with B. S.

and M. A. degrees from that institution. She has been a teacher in the public schools of Columbia, the elementary school of the University and for five years was connected with the Community School, a private institution in the city of St. Louis.



Miss Ruth Keith



Miss Estella V. L. Sherrill

Miss Estella V. L. Sherrill will be the new dean of women for the College. She has had a number of years of experience as a teacher and has served as dean of women in the National Park Seminary, the Ithica Conservatory, and Adrian College from which position she comes to William Woods. She has degrees from both Michigan and Cornell.

Dramatics and Expression will be directed by Miss Osceola Burr who comes to the College from six years of similar work in the State Agricultural College at Manhattan, Kansas. Miss Burr is widely known for her outstanding work in pageantry.

Miss Sarah B. Hubbard, of Chattanooga, Tennessee is the head of the Physical Education Department. She has had several years of successful experience in her field in the

## KEEP ABREAST IN YOUR SUBJECT

by using the  
**HOME-STUDY COURSES**  
given by

### The University of Chicago

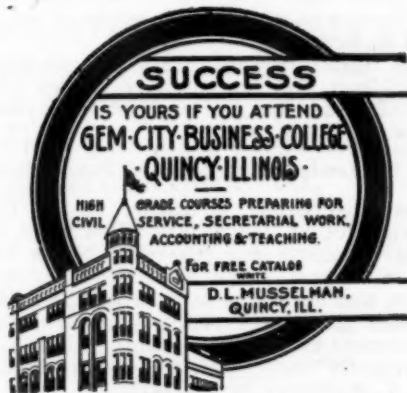
Courses for Teachers in Rural, Primary, Grade and High Schools—also for Supervisors and Principals. 450 courses in 45 subjects yield credit toward a Bachelor's degree or a Teaching Certificate.

For booklet giving full information, write

**The University of Chicago**

473 Ellis Hall

Chicago



## Catalog Salesmanship

Service without annoyance.

What you want when you want it.

We distribute six separate catalogs.

If you receive two of a kind hand one to your friend. Nine times out of ten orders shipped the day they are received. You don't need to see merchandise to order satisfactorily from our Illustrated Catalogs.

Where shall we send yours?

## HOOVER BROTHERS, Inc.

Schoolroom Essentials and Specials  
922 Oak Street Kansas City, Mo.

1851

1929

## CHRISTIAN COLLEGE

A Junior College for Young Women

Columbia, Mo.

Edgar D. Lee, Pres.

### \$50 Worth of Books for \$5.25

History, Fiction, Travel, Religion, Economics, Literature, Biography, Poetry, Nature, Juvenile, etc., from leading publishers. Brand new, in perfect condition. Sounds impossible, but we guarantee satisfaction or money back. Write today and we will tell you how we do it and send valuable bargain book list FREE. Missouri Store Co., Book Dept SC, Columbia, Mo.



### Organize a Rhythm Band!

Parents and children praise the teacher who organizes a Rhythm Band Group. It's easy and inexpensive, too—no special training needed. Send for free booklet, How to Organize Rhythm Bands. Ludwig & Ladwig, Dept. S. E., 1611 N. Lincoln St., Chicago, Ill.

### GREAT NORTHERN HOTEL State Teachers Ass'n's Headquarters

Convenient to Railroads, Shops, Theatres, etc. Presentation of this ad will entitle bearer to special reduced rates.

Dearborn Street and Jackson Blvd.

CHICAGO

schools of Tennessee. She will be assisted by Miss Ruby Harris of Fulton who has lately been director of physical education in the high school at Kearney, Nebraska.

Miss Susan Howard has been selected by Mr. William Meldrum to have charge of his piano classes while he is spending a year in Europe.

### Two St. Louis Teachers Meet Tragic Death.

Miss Opal Crane, a teacher in the Emerson school of St. Louis, was killed in an automobile accident near Brevard, North Carolina, on August 20th. Miss Crane, with her mother, was on her vacation when the machine in which they were riding plunged over an embankment killing her instantly. Miss Crane had recently taken out life insurance in the M. S. T. A. Group for \$5000.00.

Miss Margaret Rayne, who for twenty-six years had been a teacher in the Riddick school of St. Louis, was found dead in a vacant house where she had formerly lived. The body was discovered by an employee of the Telephone Company and indicated that death had come as the result of suicide by asphyxiation. Ill health and despondency over the death of rela-

tives are thought to have been the cause of the tragedy. Both Miss Crane and Miss Rayne were members of the M. S. T. A.

### Lloyd Ford to Piedmont.

Superintendent Lloyd Ford has accepted the superintendency of the schools at Piedmont, filling the vacancy caused by the resignation of R. A. Harper. Mr. Harper resigned to accept a position with the State Department of Education.

### LABORATORY APPARATUS and Supplies

LOWEST PRICE—BEST QUALITY  
—PROMPTTEST SERVICE

Agriculture, Biology, Physical Geography, Chemistry and Physics. Ask for Catalogs.

Give your name, school position and subject.

Mention this journal.

CENTRAL SCIENTIFIC CO.

Laboratory Supplies

Apparatus—Chemicals

460 E. OHIO St., CHICAGO U. S. A.

### TEACHERS—EMERGENCY POSITIONS

Caused by resignations, failures to qualify, etc. Only normal and college graduates enrolled. Rush request for free registration blanks.

Mountain States Teachers Agency

Commonwealth Bldg.  
DENVER, COLO.

**SPECIALISTS'**  
EDUCATIONAL BUREAU

TEACHERS WANTED—College Graduates only, except in vocational or special fields. All subjects except elementary. Fill the better places only. All States. Get details.

320 N. GRAND AT OLIVE, ST. LOUIS, MO.



# THE 5 MISSOURI State Teachers Colleges

HAVE ATTAINED THE HIGHEST  
EDUCATIONAL RANKING

*First*, by the AMERICAN ASSOCIATION OF TEACHERS COLLEGES in being given *A* classification, the highest ranking of any institutions within its membership.

*Second*, by the NORTH CENTRAL ASSOCIATION OF COLLEGES and SECONDARY SCHOOLS in being among the only twelve teachers colleges in north central territory to be advanced to ranks of universities and colleges. Missouri is the only state to have all of its teachers colleges thus honored.

Missouri's Teachers Colleges are in the Very Fore-front in America

NORTHEAST MISSOURI STATE TEACHERS COLLEGE, Kirksville, Mo.  
EUGENE FAIR, President

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville, Mo.  
UEL W. LAMKIN, President

SOUTHWEST MISSOURI STATE TEACHERS COLLEGE, Springfield, Mo.  
ROY A. ELLIS, President

SOUTHEAST MISSOURI STATE TEACHERS COLLEGE, Cape Girardeau, Mo.  
JOSEPH A. SERENA, President

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg, Mo.  
E. L. HENDRICKS, President

*Send to your own Teachers College for General Catalogue.*

# MAKE THIS WINTER COUNT TOWARD YOUR PROFESSIONAL ADVANCEMENT

ONE THIRD

of all your undergraduate college work can be done in your own  
home, in your own time, at your own convenience

through

## THE UNIVERSITY OF MISSOURI EXTENSION DIVISION

### Correspondence Course Department

Courses are given in high school as well as in college subjects,  
and many graduate students are now taking work by correspond-  
ence toward the Master of Arts degree. Arrangements can be  
made so that education courses will apply on state certificates.

**You can begin any day and take any  
course for which you are prepared.**

### *University Credit Courses*

Agriculture  
Bible  
Chemistry  
Economics  
Education  
English  
French  
Geography  
German  
History

Home Economics  
Latin  
Mathematics  
Physics  
Physiology  
Psychology  
Political Science  
Preventive Medicine  
Sociology  
Spanish  
Zoology

### *High School Courses*

Agriculture  
American Government  
Bookkeeping  
Economics  
English  
Geography  
German  
History  
Latin  
Mathematics

For new bulletin of college courses, or for bulletin of high school  
correspondence courses, and full information, write to

CHARLES H. WILLIAMS,  
DIRECTOR OF UNIVERSITY EXTENSION,  
UNIVERSITY OF MISSOURI,  
COLUMBIA, MO.